



SOCIAL STUDIES KINDERGARTEN TO GRADE 12

PROGRAM RATIONALE AND PHILOSOPHY

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

Program Vision

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies meets the needs and reflects the nature of 21st century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The program emphasizes the importance of diversity and respect for differences, as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global levels.

experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

Definition of Social Studies

Social studies is the study of people in relation to each other and to their world. It is an issues-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. With an emphasis on critical inquiry, social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies enables students to develop an understanding of who they are, what they want to become and the society in which they want to live.

The Role of Social Studies


Through social studies, students develop the key values and attitudes, knowledge and understanding, and skills and processes necessary to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

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Central to the vision of the Alberta social studies program is the recognition of the diversity of

experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

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Values and Attitudes

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socioeconomic, linguistic and cultural realities
- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world
- demonstrate a global consciousness with respect to humanity and world issues
- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

Knowledge and Understanding

Social studies provides learning opportunities for students to:

- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand the history of Alberta, Canada and the world, so as to better comprehend contemporary realities
- understand historic and contemporary issues, including controversial issues, from multiple perspectives
- understand the diversity of Aboriginal traditions, values and attitudes
- understand contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings
- understand the historical and contemporary realities of Francophones in Canada

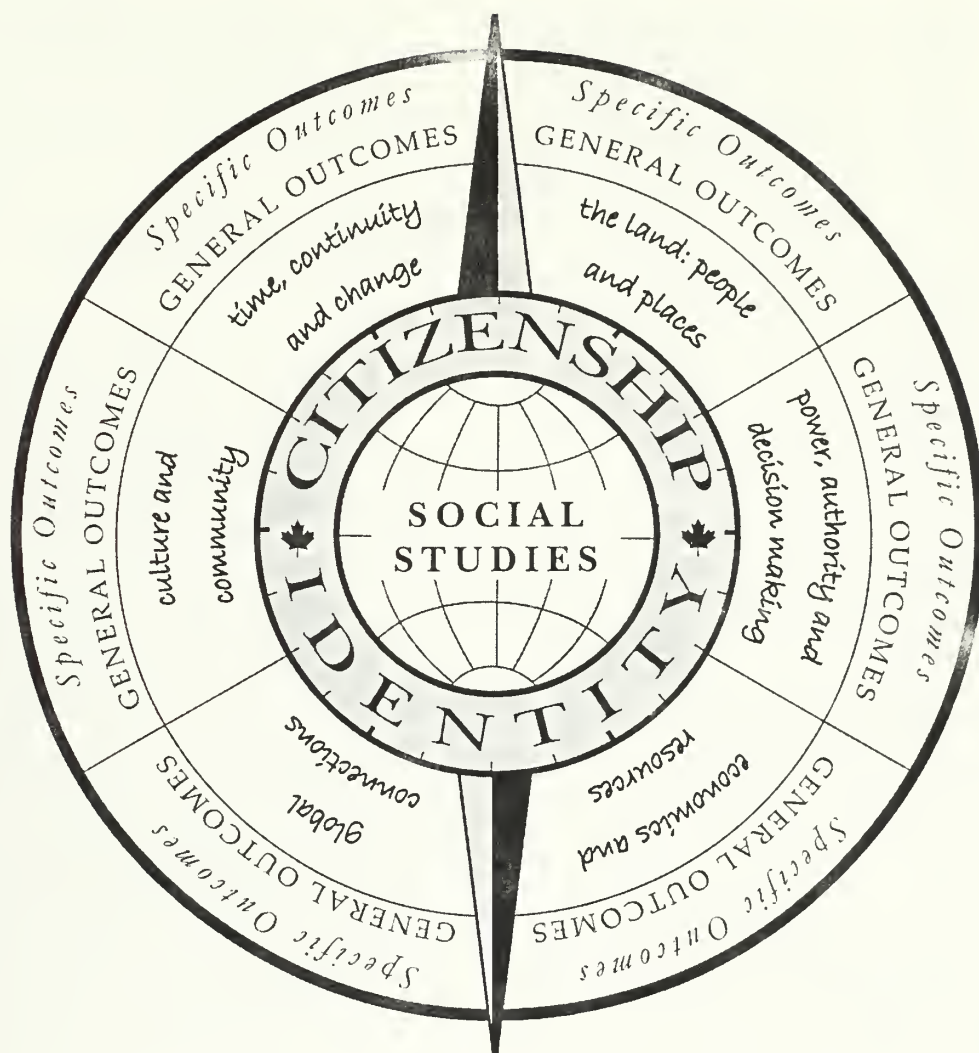
• understand the challenges and opportunities that immigration presents to newcomers and to Canada

- understand the challenges and opportunities that immigration presents to newcomers and to Canada
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- understand how opportunities and responsibilities change in an increasingly interdependent world
- understand that humans exist in a dynamic relationship with the natural environment.

Skills and Processes

Social studies provides learning opportunities for students to:

- engage in active inquiry and critical and creative thinking
- engage in problem solving and conflict resolution, with an awareness of the ethical consequences of decision making
- apply historical and geographic skills to bring meaning to issues and events
- use and manage information and communication technologies critically
- conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- communicate ideas and information in an informed, organized and persuasive manner.



PROGRAM FOUNDATIONS

The program of studies provides a foundation of learning experiences that address critical aspects of social studies and its application. The following critical areas provide general direction for the program of studies and identify major components of its structure.

CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

The sense of being a citizen, enjoying individual and collective rights and equitable status in

contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of belonging and empowerment as citizens.

Social studies provides learning opportunities for students to:

- understand the complexity of identity formation in the Canadian context
- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

SOCIAL STUDIES AND THE ABORIGINAL EXPERIENCE

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Aboriginal experiences
- of Aboriginal perspectives
- that Aboriginal students have particular needs and requirements.

Central to Aboriginal identity are languages and cultures that link each group with its physical world, worldviews and traditions. The role of Elders and community leaders is essential in this linkage.

The social studies program of studies provides learning opportunities that contribute to the development of self-esteem and identity in Aboriginal students by:

- promoting and encouraging a balanced and holistic individual and strengthening individual capacity
- honouring and valuing the traditions, concepts and symbols that are the expression of their identity

- providing opportunities for students to express who they are with confidence as they interact and engage with others
- contributing to the development of active and responsible members of groups and communities.

SOCIAL STUDIES AND THE FRANCOPHONE EXPERIENCE

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Francophone experiences
- of Francophone perspectives
- that Francophone students have particular needs and requirements.

Social studies occupies a central position in successful Francophone education in Alberta. Francophone schools are a focal point of the Francophone community. They meet the needs and aspirations of parents by ensuring the vitality of the community. For students enrolled in Francophone schools, the social studies program will:

- strengthen Francophone self-esteem and identity
- encourage students to actively contribute to the flourishing of Francophone culture, families and communities
- promote partnerships among the home, community and business world
- engage students in participating in the bilingual and multicultural nature of Canada.

PLURALISM: DIVERSITY AND COHESION

One of the goals of the social studies program is to foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada. Students will learn about themselves in relation to others. Social studies helps students to function as citizens in a society that values diversity and cohesion.

A key component of effective social organizations, communities and institutions is recognition of

diversity of experiences and perspectives. The program of studies emphasizes how diversity and differences are assets that enrich our lives. Students will have opportunities to value diversity, to recognize differences as positive attributes and to recognize the evolving nature of individual identities. Race, socioeconomic conditions and gender are among various forms of identification that people live with and experience in a variety of ways.

Social studies addresses diversity and social cohesion and provides processes that students can use to work out differences, drawing on the strengths of diversity. These processes include:

- a commitment to respecting differences and fostering inclusiveness
- an understanding and appreciation for shared values
- a respect for democratic principles and processes for decision making, such as dialogue and deliberation.

Diversity contributes to the development of a vibrant democratic society. Through the interactions of place and historical processes of change, diversity has been an important asset in the evolution of Canadian society. Some key manifestations of this diversity include:

- First Nations, Inuit and Métis cultures
- official bilingualism
- immigration
- multiculturalism.

Accommodation of diversity is essential for fostering social cohesion in a pluralistic society. Social cohesion is a process that requires the development of the relationships within and among communities. Social cohesion is manifested by respect for:

- individual and collective rights
- civic responsibilities
- shared values
- democracy
- rule of law
- diversity.

SOCIAL STUDIES: LEARNERS AND LEARNING

Students bring their own perspectives, cultures and experiences to the social studies classroom. They construct meaning in the context of their lived experience through active inquiry and engagement with their school and community. In this respect, the infusion of current events, issues and concerns is an essential component of social studies.

Social studies recognizes the interconnections and interactions among school, community, provincial, national and global institutions.

The Alberta program of studies for social studies provides learning opportunities for students to develop skills of active and responsible citizenship and the capacity to inquire, make reasoned and informed judgements, and arrive at decisions for the public good.

Students become engaged and involved in their communities by:

- asking questions
- making connections with their local community
- writing letters and articles
- sharing ideas and understandings
- listening to and collaborating and working with others to design the future
- empathizing with the viewpoints and positions of others
- creating new ways to solve problems.

ISSUES-FOCUSED APPROACH TO TEACHING SOCIAL STUDIES

A focus on issues through deliberation is intrinsic to the multidisciplinary nature of social studies and to democratic life in a pluralistic society. Issues present opportunities to address learning outcomes by engaging students in active inquiry and application of knowledge and critical thinking skills. These skills help students to identify the relevance of an issue by guiding them to develop informed positions and respect for the positions of others. This process enables students to question, validate, expand and express their understanding;

to challenge their presuppositions; and to construct their own points of view.

The program of studies is designed to promote metacognition through critical reflection, questioning, decision making and consideration of multiple perspectives on issues. Through this process, students will strive to understand and explain the world in the present and to determine what kind of world they want in the future.

Current Affairs

Social studies fosters the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.

An issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues.

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.

Opportunities may include:

- current events in local communities
- issues with local, provincial, national and/or global relevance
- cultural celebrations
- visits from dignitaries
- special events.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no

consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view, and to make sound judgements.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally in the course of instruction, should be used by the teacher to promote critical inquiry, rather than advocacy, and to teach students how to think, rather than what to think.

STRANDS OF SOCIAL STUDIES

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.

Time, Continuity and Change

Understanding the dynamic relationships among time, continuity and change is a cornerstone of citizenship and identity. Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

The Land: Places and People

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions that students make and their understanding of perspectives, issues, citizenship and identity. Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

Power, Authority and Decision Making

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students' understanding of related issues, perspectives and their effect on citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority is the focus of this strand. Students will examine governmental and political structures, justice and laws, fairness and equity, conflict and cooperation, decision-making processes, leadership and governance. This examination develops a student's understanding of the individual's capacity in decision-making processes and promotes active and responsible citizenship.

Economics and Resources

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students will explore basic economic systems, trade and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change.

Global Connections

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students will also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

Culture and Community

Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of their own and others' cultural, linguistic and social communities.

GENERAL AND SPECIFIC OUTCOMES

The general and specific outcomes provide an organizational structure for assessment of student progress in the social studies program. These outcomes follow the progression of learning that occurs at each grade level.

General Outcomes

General outcomes identify what students are expected to know and be able to do upon completion of a grade/course. General outcomes have been identified within each grade/course.

Specific Outcomes

Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are contained within each general outcome for each grade/course. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade/course. Where appropriate, examples have been identified as an optional (e.g.) or required (i.e.) component of the specific outcome.

OUTCOMES RELATED TO VALUES AND ATTITUDES

The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility, and an appreciation of human interdependence are fundamental to citizenship and identity within local, national and global communities. Developing an ethic of care toward self, others and the natural world is central to these commitments.

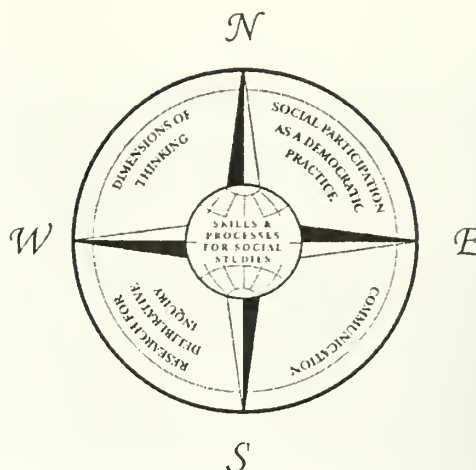
OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING

Outcomes related to knowledge and understanding are fundamental to informed decision making. Knowledge and understanding involve the breadth and depth of information, concepts, evidence, ideas and opinions.

OUTCOMES RELATED TO SKILLS AND PROCESSES

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practise and maintain essential skills as their learning evolves within a grade/course and from grade to grade/course to course. The skill outcomes are grouped into the following categories for organizational purposes:

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication



Dimensions of Thinking

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. The following dimensions of thinking have been identified as key components in social studies learning:

Critical Thinking

Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgement. Critical thinking promotes the development of democratic citizenship. Students will develop skills of critical thinking that include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.

Creative Thinking

Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.

Historical Thinking

Historical thinking is a process whereby students are challenged to rethink assumptions about the past and to reimagine both the present and the future. It helps students become well-informed citizens who approach issues with an inquiring mind and exercise sound judgement when presented with new information or a perspective different from their own. Historical thinking skills involve the sequencing of events, the analysis of patterns and the placement of events in context to assist in the construction of meaning and understanding; these skills can be applied to a variety of media, such as oral traditions, print, electronic text, art and music.

Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values, and helps individuals to realize that they belong to a civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions.

Geographic Thinking

Possessing geographic thinking skills provides students with the tools to address social studies issues from a geographic perspective. Geographic thinking skills involve the exploration of spatial orders, patterns and associations. They enable students to investigate environmental and societal issues using a range of geographic information. Developing these spatial skills helps students understand the relationships among people, events and the context of their physical environment, which will assist them to make choices and act wisely when confronted with questions affecting the land and water resources.

Decision Making and Problem Solving

Students develop the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgements until all the options and perspectives have been explored; seeking clarity for a variety of choices and perspectives; examining the cause-

and-effect relationship between choices; and basing decisions on knowledge, values and beliefs.

Problem-solving processes in social studies help students develop the ability to identify or pose problems and apply learning to consider the causes and dimensions of problems. These skills help develop thinking strategies, allowing students to determine possible courses of action and consequences of potential solutions for a problem that may have multiple or complex causes and that may not have a clear solution. Activities such as simulations, debates, public presentations and editorial writing foster the development of these skills.

Metacognition

Metacognition is “thinking about thinking.” It involves critical self-awareness, conscious reflection, analysis, monitoring and reinvention. Students assess the value of the learning strategies they have used, modify them or select new strategies, and monitor the use of reinvented or new strategies in future learning situations. In this respect, students become knowledge creators and contribute to a shared understanding of the world we live in—a key feature of democratic life and commitment to pluralism.

Social Participation as a Democratic Practice

Social participation skills enable students to develop effective relationships with others, to work in cooperative ways toward common goals and to collaborate with others for the well-being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision making, the importance of responsibility and the acceptance of differences. Development of these skills will enhance active participation in their communities. Activities in this regard could include social action and community projects, e.g., church groups, Amnesty International, Médecins sans frontières (Doctors Without Borders).

Research for Deliberative Inquiry

Purposeful deliberation and critical reflection are essential skills and processes for democratic citizenship and problem solving. In social studies, the research process develops learners who are independent, self-motivated problem solvers and co-creators of knowledge. Developing research skills prepares students for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world. These skills also enhance and enrich the process of identity formation as students critically reflect on their sense of self and relationship to others. The foundations of the research process are the application of acquired skills, the selection of appropriate resources and the use of suitable technology.

The Infusion of Technology

Technology encompasses the processes, tools and techniques that alter human activity. Information and communication technologies provide a vehicle for communicating, representing, inquiring, making decisions and solving problems. They involve the processes, tools and techniques for:

- gathering and identifying information
- re-representations of dominant texts
- expressing and creating
- classifying and organizing
- analyzing and evaluating
- speculating and predicting.

Selected curriculum outcomes from Alberta Learning's Information and Communication Technology (ICT) Program of Studies are infused throughout the social studies program of studies and are indicated by this symbol ➤. Further information regarding the Information and Communication Technology Program of Studies is contained within that program of studies.

Communication

Communication skills enable students to comprehend, interpret and express information and ideas clearly and purposefully. These skills include the language arts of listening, speaking, reading, writing, viewing and representing, as well as the use of communication technologies for acquiring and exchanging information and ideas.

Literacy Skills: Oral, Written, Visual

Through the language arts, human beings communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Speaking, writing and representing are used in the social studies program to relate a community's stories and to convey knowledge, beliefs, values and traditions through narrative history, music, art and literature.

Reading, listening and viewing in social studies enables students to extend their thinking and their knowledge and to increase their understanding of themselves and others. These skills provide students with a means of accessing the ideas, perspectives and experiences of others.

The language arts enable students to explore, organize and clarify thoughts and to communicate these thoughts to others.

Media Literacy Skills

Contemporary texts often involve more than one medium to communicate messages and, as such, are often complex, having multilayered meanings. Information texts include visual elements such as charts, graphs, diagrams, photographs, tables, pictures, collages and timelines. Media literacy skills involve accessing, interpreting and evaluating mass media texts such as newspapers, television, Internet and advertising. Media literacy in social studies explores concepts in mass media texts, such as identifying key messages and multiple points of view that are being communicated, detecting bias, and examining the responsibility of citizens to respond to media texts.

Scope and Sequence

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade. The structure provides continuity and linkages from grade to grade. In addition, the general outcomes in each grade are components of the one central theme reflected in the grade title.

Grade	Grade Title and General Outcomes	Linkages and Sequencing
Kindergarten	Being Together K.1 I Am Unique K.2 I Belong	Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship.
One	Citizenship: Belonging and Connecting 1.1 My World: Home, School and Community 1.2 Moving Forward with the Past: My Family, My History and My Community	Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community.
Two	Communities in Canada 2.1 Canada's Dynamic Communities 2.2 A Community in the Past	Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.
Three	Connecting with the World 3.1 Communities in the World 3.2 Global Citizenship	Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.
Four	Alberta: The Land, Histories and Stories 4.1 Alberta: A Sense of the Land 4.2 The Stories, Histories and People of Alberta 4.3 Alberta: Celebrations and Challenges	Grade 4 introduces specific geographic skills through an examination of Alberta and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills.
Five	Canada: The Land, Histories and Stories 5.1 Physical Geography of Canada 5.2 Histories and Stories of Ways of Life in Canada 5.3 Canada: Shaping an Identity	Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time.
Six	Democracy: Action and Participation 6.1 Citizens Participating in Decision Making 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy	Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy.

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Grade	Grade Title and General Outcomes	Linkages and Sequencing
Seven	Canada: Origins, Histories and Movement of Peoples 7.1 Toward Confederation 7.2 Following Confederation: Canadian Expansions	Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada.
Eight	Historical Worldviews Examined 8.1 From Isolation to Adaptation: Japan 8.2 Origins of a Western Worldview: Renaissance Europe 8.3 Worldviews in Conflict: The Spanish and the Aztecs	Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.
Nine	Canada: Opportunities and Challenges 9.1 Issues for Canadians: Governance and Rights 9.2 Issues for Canadians: Economic Systems in Canada and the United States	Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined.
Ten	10-1 Perspectives on Globalization 10-2 Living in a Globalizing World	These are the proposed themes for the senior high school program of studies, currently under development.
Eleven	20-1 Perspectives on Nationalism 20-2 Nationalism in Canada and the World	
Twelve	30-1 Perspectives on Citizenship in the 21st Century 30-2 Issues in Contemporary Citizenship	

SOCIAL STUDIES 10-1: Perspectives on Globalization

Overview

Students will explore globalization, the process by which the world's citizens are becoming increasingly connected and interdependent. Students will explore the origins of globalization, the implications of economic globalization and the impact of globalization internationally on cultures, human rights and quality of life. A multiple perspectives approach will allow students to examine the effects of globalization on Canada and Canadians, including the impact on Aboriginal and Francophone communities within Canada. Students will formulate individual responses to emergent issues resulting from the phenomenon of globalization.

Rationale

Globalization is a dynamic process affecting economies, political systems and cultures throughout the world. Whether the effects are beneficial or detrimental is a subject for research and informed debate. It is imperative, therefore, that students have an opportunity to explore the relationships among globalization, citizenship and identity to prepare better for citizenship in a globalizing world.

Overarching Issue

To what extent should we embrace globalization?

Related Issues

To what extent should we take steps to promote cultural and linguistic diversity in an increasingly globalized world?

To what extent does society have a responsibility to address the consequences of actions taken and policies pursued during the era of imperialism?

Should we pursue an integrated global economy?

To what extent should human rights be promoted in an increasingly globalized world?

General Outcomes

10-1.1 Students will understand how globalization shapes culture and identity in Canada and other locations.

10-1.2 Students will assess reasons for the need to promote cultural and linguistic diversity.

10-1.3 Students will understand the impact of imperialism on indigenous and nonindigenous peoples in Canada and other locations.

10-1.4 Students will assess the extent to which societies have a responsibility to address the consequences of European imperialism.

10-1.5 Students will evaluate the social and environmental impact of contemporary economic globalization on Canada and other locations.

10-1.6 Students will assess the need to embrace economic globalization.

10-1.7 Students will understand the impact of globalization on human rights in Canada and other locations.

10-1.8 Students will assess the extent to which human rights should be promoted in an increasingly globalized world.



Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Grade 12.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	evaluate ideas and make judgements based on criteria derived from multiple sources
<i>historical thinking</i>	analyze multiple historical and contemporary perspectives within and across cultures
<i>geographic thinking</i>	make inferences and draw conclusions from maps and other geographic sources
<i>decision making and problem solving</i>	use inquiry strategies to make decisions and solve problems
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	participate in persuading, compromising, debating and negotiating to resolve conflicts and differences
<i>age-appropriate behaviour for social involvement</i>	engage in actions that will enhance the well-being of self and others in the community
Research for Deliberative Inquiry	
<i>research and information</i>	draw pertinent conclusions based upon evidence derived from research
Communication	
<i>oral, visual and textual literacy</i>	communicate appropriately in a variety of situations
<i>media literacy</i>	analyze the validity of various points of view in media messages

VALUES AND ATTITUDES

Students will:

- engage, willingly, in public discourse about globalization
- recognize and appreciate the interdependent relationships that exist among human beings in a globalizing world
- express interest in current events and world affairs
- appreciate that alternative viewpoints exist toward developments that have changed our society
- exhibit a global consciousness with respect to the human condition and world issues
- empathize with others and show a concern for their welfare, accepting and fulfilling social responsibilities associated with global citizenship
- appreciate historical perspectives by considering the historical context in which the events occurred

SKILLS AND PROCESSES FOR SOCIAL STUDIES 10-1

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

DIMENSIONS OF THINKING

Students will:

10-1.S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and make judgements based on criteria derived from multiple sources
- demonstrate the ability to analyze current affairs
- generate creative ideas and strategies in individual and group activities
- evaluate personal assumptions and opinions to reflect a broadened understanding of a topic or an issue
- access diverse viewpoints on particular topics, using appropriate technologies
- assemble and organize different viewpoints in order to assess their validity

10-1.S.2 develop skills of historical thinking:

- analyze multiple historical and contemporary perspectives within and across cultures
- identify and describe significant historical periods and patterns of change
- understand the difference between historical facts and historical interpretations
- compare competing historical narratives
- develop reasoned arguments supported by historical and contemporary evidence
- analyze and assess the impact of technology on the global community—in the context of the present, the future, and in various historical time periods
- demonstrate an understanding of how changes in technology can benefit or harm society—in the context of the present, the future, and in various historical time periods
- evaluate possible potential for emerging technologies

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: People and Places

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

10-1.S.3 develop skills of geographic thinking:

- make inferences and draw conclusions from maps and other geographic sources
- locate, gather, interpret and organize information about geographic issues
- assess the global impact of human changes on the physical environment
- prepare and interpret maps to describe the economic patterns of peoples
- analyze how cooperation and conflict influence social, political and economic realities
- analyze the ways in which physical and human geography have influenced the evolution of historic events such as imperialism
- use current, reliable information sources from around the world, including online atlases

10-1.S.4 demonstrate skills of decision making and problem solving:

- use inquiry strategies to make decisions and solve problems
- participate in and predict outcomes of decision-making and problem-solving scenarios
- propose and evaluate new ideas and test them against prior knowledge to make decisions and solve problems
- identify the appropriate tools and materials to use in order to accomplish a plan of action
- articulate clearly a plan of action to use technology to solve a problem

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

10-1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- participate in persuading, compromising, debating and negotiating to resolve conflicts and differences
- make meaningful contributions to discussion and group work
- consider the needs and perspectives of others
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- demonstrate leadership in groups, where appropriate, to achieve consensus and solve problems
- access, retrieve and share information from electronic sources

10-1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- engage in actions that will enhance the well-being of self and others in the community
- collaborate with others for the well-being of the community
- promote and respect the contributions of team members when working as a team

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RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

10-1.S.7 apply the research process:

- draw pertinent conclusions based upon evidence derived from research
- demonstrate competency in the use of research tools and strategies to investigate issues
- integrate and synthesize concepts to provide an informed point of view on a research question or issue
- develop, refine and apply pertinent questions on an issue as new information and data is discovered
- select and analyze relevant information when conducting research
- consider a variety of interpretations of information when conducting research
- develop, express and defend an informed position on an issue
- acknowledge the validity of oral histories when investigating historical events and issues
- evaluate the relevance of electronically accessed information to a particular topic
- analyze and synthesize information to create a product
- make connections among related, organized data and assemble various pieces into a unified product

COMMUNICATION

Students will:

10-1.S.8 demonstrate skills of oral, visual and textual literacy:

- communicate effectively in a variety of situations
- use skills of informal debate to express, persuasively, differing viewpoints on an issue
- respectfully ask relevant questions to others in order to clarify viewpoints on an issue
- make respectful and reasoned comments to the topic of discussion
- use a variety of visual texts to present an informed position on issues

10-1.S.9 develop skills of media literacy:

- analyze the validity of various points of view in media messages
- identify key messages and multiple points of view in media
- analyze the impact of various forms of media on a particular issue
- use current, reliable information sources from around the world—identify bias from various regions and countries around the world
- apply terminology appropriate to technology in all forms of communication—in the context of the present, the future, and in various historical time periods

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LPP	The Land: People and Places

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TCC	Time, Continuity and Change
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Related Issue: To what extent should we take steps to promote cultural and linguistic diversity in an increasingly globalized world?

► Knowledge and Understanding

General Outcome 10-1.1

Students will understand how globalization shapes culture and identity in Canada and other locations by:

- 10-1.1.1 investigating the concepts of culture and identity from past, present and future perspectives (I, CC, TCC)
- 10-1.1.2 understanding how individual and collective identities change over time (i.e., family, clan, tribe, Indian, Treaty Indian, Native, Aboriginal, First Nations, and other examples) (TCC)
- 10-1.1.3 identifying the various ways culture and identity are expressed in a contemporary global context (i.e., role modeling, use of language, religion, spirituality, attire, values, entertainment) (I, CC, GC)
- 10-1.1.4 distinguishing among various examples of cultural interaction (i.e., assimilation, marginalization, acculturation, segregation, accommodation, integration) (CC)
- 10-1.1.5 evaluating the influences global culture has on the linguistic and cultural sovereignty of Aboriginal peoples and national groups within Canada (i.e., Québec linguistic sovereignty, Aboriginal economic exchange with Asia, effects of media on language use and rural demographics, Inuit art cooperatives) (C, I, CC)
- 10-1.1.6 explaining the roles played by various forces in the creation of global culture (i.e., Internet, media, transnational corporations, governments) (CC, GC)
- 10-1.1.7 identifying the reasons for the global predominance of American popular culture (CC, GC, PADM)

General Outcome 10-1.2

Students will assess reasons for the need to promote cultural and linguistic diversity by:

- 10-1.2.1 identifying the range of responses by various communities/societies to the challenges posed by acculturation and assimilation (i.e., language laws, first language schools, immersion programs, cultural content legislation, Nunavut government and laws, United Nations Educational, Scientific and Cultural Organization [UNESCO] World Heritage sites, xenophobia) (I, CC)
- 10-1.2.2 analyzing how and why people in Canada strive to maintain a diverse society within a globalizing world (i.e., collective rights, linguistic duality, cultural revitalization, treaty rights) (I, GC)
- 10-1.2.3 understanding the challenges and opportunities presented by an increasingly shared and interrelated global culture (i.e., cultural identity, tourism) (CC, GC)

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: People and Places	PADM	Power, Authority and Decision Making

Related Issue: To what extent does society have a responsibility to address the consequences of actions taken and policies pursued during the era of imperialism?

► **Knowledge and Understanding**

General Outcome 10-1.3

Students will understand the impact of imperialism on indigenous and nonindigenous peoples in Canada and other locations by:

- 10-1.3.1 identifying the motives and methods underlying European imperialism (i.e., strategic, economic, political, cultural) (LPP, TCC)
- 10-1.3.2 examining primary historical documents that illustrate the viewpoints of proponents and opponents of imperialism (TCC)
- 10-1.3.3 producing and interpreting maps and other graphic representations that depict the implications of imperialism (i.e., changes in boundaries, demographics and trading patterns) (CC)
- 10-1.3.4 analyzing the implications of cultural contact between indigenous and nonindigenous peoples in Canada and another global location (e.g., trade goods, foods, diseases, social structures, intermarriage, quality of life) (I, ER, LPP, TCC, PADM)
- 10-1.3.5 identifying recent or current issues in Canada that have their origins in the heritage of European imperialism (i.e., residential schools, land claims, linguistic claims, internments) (C, PADM)

General Outcome 10-1.4

Students will assess the extent to which societies have a responsibility to address the consequences of European imperialism by:

- 10-1.4.1 analyzing the consequences of the actions taken and policies pursued as a result of imperialism in Canada and another global location (e.g., responses to residential schools, land claims, linguistic claims, internments) (I, CC, TCC, PADM)
- 10-1.4.2 assessing various attempts to address the consequences of actions taken and policies pursued as a result of imperialism in Canada and another global location (e.g., land claims, reparations, healing processes, Royal Commission on Aboriginal Peoples, South African Truth and Reconciliation Commission) (C, CC, PADM)

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Related Issue: Should we pursue an integrated global economy?

► Knowledge and Understanding

General Outcome 10-1.5

Students will evaluate the social and environmental impact of contemporary economic globalization on Canada and other locations by:

- 10-1.5.1 identifying the relationship between the emergence of capitalism and the rise of economic globalization (ER, TCC)
- 10-1.5.2 assessing the impact of various forces that have contributed to the expansion of globalization since the end of the Second World War (i.e., transnationals, governments, international agencies) (ER, TCC, GC)
- 10-1.5.3 developing geographic representations that depict the impact of economic globalization (i.e., demographics, economic indicators, trade patterns) (ER, LPP)
- 10-1.5.4 assessing multiple perspectives on quality of life (e.g., economic expansion, sustainability, triple bottom line accounting, environmental and social considerations, Gross National Happiness, Human Development Index, traditional values) (C, ER)
- 10-1.5.5 examining diverse perspectives on how economic globalization has affected the quality of life in Canada and around the world (i.e., environmental impact, standard of living, labour issues, consumerism) (C, ER, GC, LPP)
- 10-1.5.6 identifying and assessing the changing role of women in a globalizing world (i.e., gender issues, workplace issues) (C, I, ER, PADM)
- 10-1.5.7 identifying and assessing the changing role of youth and children in a globalizing world (i.e., child labour, exploitation) (C, I, ER, PADM)
- 10-1.5.8 assessing the impact of globalization on the Canadian economic policy (i.e., social programs, trade, fiscal policy, role of government, role of private enterprise) (ER, PADM)

General Outcome 10-1.6

Students will assess the need to embrace economic globalization by:

- 10-1.6.1 assessing the challenges and opportunities created by economic globalization (ER, PADM)
- 10-1.6.2 examining and evaluating the roles of the individual in a global consumer society (I, ER)
- 10-1.6.3 evaluating the validity of the arguments of proponents and opponents of economic globalization (e.g., Kananaskis, Québec, Seattle, Asia Pacific Economic Cooperation [APEC], North American Free Trade Agreement [NAFTA], conflict diamonds) (ER, PADM)

C	Citizenship
I	Identity
ER	Economics and Resources
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CC	Culture and Community
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Related Issue: To what extent should human rights be promoted in an increasingly globalized world

► Knowledge and Understanding

General Outcome 10-1.7

Students will understand the impact of globalization on human rights in Canada and other locations by:

- 10-1.7.1 constructing an understanding of human rights (C, PADM)
- 10-1.7.2 understanding the relationship between globalization and changes to human rights in selected nation-states (i.e., Mexico, China, Sudan) (C, GC, PADM)
- 10-1.7.3 evaluating the effects of the policies and actions of various contemporary organizations on human rights (e.g., United Nations [UN], World Trade Organization [WTO], APEC, NAFTA, European Union [EU], Group of Eight [G8], International Monetary Fund [IMF], World Bank, trading blocs, Amnesty International, Médecins sans frontières, Human Rights Watch, PEN) (C, GC, PADM)
- 10-1.7.4 assessing the impact of technology on global awareness and action on human rights (e.g., Internet, media, Tiananmen Square) (C, ER, PADM)

General Outcome 10-1.8

Students will assess the extent to which human rights should be promoted in an increasingly globalized world by:

- 10-1.8.1 analyzing the benefits and drawbacks of continued trade and interaction with nations that violate human rights (ER, PADM)
- 10-1.8.2 evaluating whether globalization promotes or subverts human rights in contemporary societies (C, GC, PADM)

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SOCIAL STUDIES 10-2: Living in a Globalizing World

Overview

Students will examine globalization, the process by which the world is becoming increasingly interdependent. They will explore the roots of globalization and the impact globalization has on their lives and the lives of others. Through a multiple perspectives approach, students will examine the impact of globalization on Canada and Canadians, including the impact on Aboriginal and Francophone communities within Canada. Students will respond to issues emerging in an increasingly globalized world.

Rationale

Globalization is an ongoing process that is creating major economic, political, social and cultural change around the world. People disagree as to whether globalization benefits or harms humanity. It is important that students have the opportunity to explore the relationships among globalization, citizenship and identity to prepare better for citizenship in a globalizing world.

Overarching Issue

To what extent should we embrace globalization?

Related Issues	General Outcomes
<i>Should people in Canada promote their cultural and linguistic identity?</i>	10-2.1 Students will understand how globalization shapes the culture and identity of people in Canada.
	10-2.2 Students will examine the reasons for preserving cultural and linguistic diversity in Canada.
<i>Should Canadian governments make reparations for actions taken during the era of imperialism?</i>	10-2.3 Students will understand the effect of European imperialism on indigenous and nonindigenous peoples in Canada.
	10-2.4 Students will examine the degree to which Canadian governments have a responsibility to make amends for actions taken during the era of European imperialism.
<i>Should we work toward greater global economic integration?</i>	10-2.5 Students will understand the impact of economic globalization on quality of life in Canada and one other global location.
	10-2.6 Students will examine the benefits and drawbacks of economic globalization.
<i>To what extent should human rights be promoted in an increasingly globalized world?</i>	10-2.7 Students will understand the effect of globalization on human rights.
	10-2.8 Students will examine the extent to which human rights should be promoted in an increasingly globalized world.



Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Grade 12.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	interpret ideas and make judgments based on information derived from multiple sources
<i>historical thinking</i>	recognize that multiple historical and contemporary perspectives exist within and across cultures
<i>geographic thinking</i>	draw conclusions from maps and other geographic sources
<i>decision making and problem solving</i>	use inquiry strategies to make decisions and solve problems
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	participate in cooperative processes in order to resolve conflicts and differences
<i>age-appropriate behaviour for social involvement</i>	engage in actions that will benefit self and others in the community
Research for Deliberative Inquiry	
<i>research and information</i>	draw appropriate conclusions based upon evidence gathered through research
Communication	
<i>oral, visual and textual literacy</i>	communicate appropriately in a variety of situations
<i>media literacy</i>	determine various points of view in media messages

VALUES AND ATTITUDES

Students will:

- participate, willingly, in discussions about globalization
- recognize that interdependence exists among human beings in a globalizing world
- demonstrate a knowledge of current events and world affairs
- appreciate that a variety of viewpoints exist regarding the merits of globalization
- exhibit an awareness of the importance of world issues to individuals and societies
- empathize with others and show a concern for their welfare
- accept and fulfill social responsibilities associated with global citizenship
- understand that a variety of perspectives exist when examining historic events and issues

SKILLS AND PROCESSES FOR SOCIAL STUDIES 10-2

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

DIMENSIONS OF THINKING

Students will:

10-2.S.1 develop skills of critical thinking and creative thinking:

- interpret ideas and make judgements based on criteria derived from multiple sources
- demonstrate the ability to understand the significance of current affairs
- generate appropriate ideas and strategies in individual and group activities
- develop a broadened understanding of a topic or an issue
- access information from a variety of sources on particular topics, using appropriate technologies
- examine different viewpoints in order to assess their validity

10-2.S.2 develop skills of historical thinking:

- recognize that multiple historical and contemporary perspectives exist within and across cultures
- identify significant historical periods and patterns of change
- understand the difference between historical facts and historical interpretations
- compare alternative historical narratives
- identify reasoned arguments supported by historical and contemporary evidence
- understand the impact of technology on the global community—in the context of the present, the future, and in various historical time periods
- understand how changes in technology can benefit or harm society—in the context of the present, the future, and in various historical time periods

C	Citizenship
I	Identity
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10-2.S.3 develop skills of geographic thinking:

- draw conclusions from maps and other geographic sources
- locate, gather, interpret and organize information about geographic issues
- understand the global impacts of human actions on the physical environment
- prepare and interpret maps to describe the economic patterns of peoples
- understand how cooperation and conflict influence social, political and economic realities
- understand the ways in which physical and human geography have influenced the evolution of historic events such as imperialism
- use current, reliable information sources from around the world, including online atlases

10-2.S.4 demonstrate skills of decision making and problem solving:

- use inquiry processes to make decisions and solve problems
- participate in decision-making and problem-solving scenarios
- propose new strategies to make decisions and solve problems
- identify the appropriate tools and materials to use in order to accomplish a plan of action
- describe a plan of action to use technology to solve a problem

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

10-2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- participate in cooperative processes in order to resolve conflicts and differences
- make meaningful contributions to discussion and group work
- consider the needs and perspectives of others
- use appropriate strategies to resolve conflicts peacefully and equitably
- demonstrate cooperativeness in groups to achieve consensus and solve problems
- access, retrieve and share information from electronic sources

10-2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- engage in actions that will enhance the well-being of self and others in the community
- cooperate with others for the well-being of the community
- respect the contributions of others when working as members of a team

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RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

10-2.S.7 apply the research process:

- draw conclusions based upon evidence gathered through research
- demonstrate competency in the use of research tools and methods to investigate issues
- develop and defend an informed point of view on a research question or issue
- revise questions on an issue as new information becomes available
- identify and select relevant information when conducting research
- utilize a variety of sources when conducting research
- recognize the validity of oral histories when investigating historical events and issues
- determine the value of electronically accessed information to a particular topic
- gather and organize information to create a product
- make connections among related, organized data and assemble various pieces into a unified product

COMMUNICATION

Students will:

10-2.S.8 demonstrate skills of oral, visual and textual literacy:

- communicate appropriately in a variety of situations
- use skills of informal debate to express, clearly, a point of view on an issue
- ask respectful, appropriate questions to others in order to clarify viewpoints on an issue
- make respectful and reasoned comments to the topic of discussion
- use a variety of visual texts to present an informed position on issues

10-2.S.9 develop skills of media literacy:

- determine various points of view in media messages
- identify key messages contained in media sources
- recognize the impact of various forms of media on a particular issue
- use current, reliable information sources from around the world—identify bias from various regions and countries around the world
- apply terminology appropriate to technology in all forms of communication—in the context of the present, the future, and in various historical time periods

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Related Issue: Should people in Canada promote their cultural and linguistic identity?

► Knowledge and Understanding

General Outcome 10-2.1

Students will understand how globalization shapes the culture and identity of people in Canada.

- 10-2.1.1 What are the various ways people in Canada express their culture and identity? (i.e., language, religion, spirituality, clothing, music) (I, CC, GC)
- 10-2.1.2 How have individual and collective identities changed over time? (i.e., assimilation, accommodation, integration, family, clan, tribe, Indian, Treaty Indian, Aboriginal, First Nations, and other examples) (TCC)
- 10-2.1.3 What are the reasons for the predominance of American popular culture in Canada? (i.e., transnational corporations, media, Internet) (CC, GC, PADM)
- 10-2.1.4 What influences does global culture have on cultural identities and cultural sovereignty of people in Canada? (i.e., role modeling, use of language, religion, spirituality, attire, values, entertainment) (C, I, CC, GC)
- 10-2.1.5 What impact does globalization have on selected communities or regions within Canada? (i.e., Québec, Aboriginals) (C, I, CC)

General Outcome 10-2.2

Students will examine the reasons for preserving cultural and linguistic diversity in Canada.

- 10-2.2.1 How have various groups in Canada responded to the challenges posed by pressures for cultural uniformity? (i.e., language laws, language education, United Nations Educational, Scientific and Cultural Organization [UNESCO] World Heritage sites, xenophobia) (I, CC)
- 10-2.2.2 How do people in Canada attempt to maintain a diverse society within a globalizing world? (i.e., treaty rights, multiculturalism, official bilingualism, cultural revitalization) (I, GC)
- 10-2.2.3 What are the challenges and/or opportunities for people in Canada in an increasingly shared and interrelated global culture? (e.g., loss of identity, tourism) (CC, GC)

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Related Issue: Should Canadian governments make reparations for actions taken during the era of imperialism?

► Knowledge and Understanding

General Outcome 10-2.3

Students will understand the effect of European imperialism on indigenous and nonindigenous peoples in Canada.

- 10-2.3.1 Why did some European nations establish imperial holdings? (i.e., strategic, economic, political, cultural) (LPP, TCC)
- 10-2.3.2 What do primary historical documents tell us about differing viewpoints regarding the consequences of imperialism? (e.g., White Man's Burden, Chief Seattle, Louis Riel, John W. Dafoe) (TCC)
- 10-2.3.3 How did imperialism change the political and cultural geography of the world? (i.e., creating and analyzing maps of boundary changes, cultural diffusion)
- 10-2.3.4 What were the results of cultural contact among indigenous and nonindigenous peoples in Canada? (e.g., trade goods, foods, disease transmission, social structures, intermarriage, quality of life) (ER, LPP, TCC, PADM)

General Outcome 10-2.4

Students will examine the degree to which Canadian governments have a responsibility to make amends for actions taken during the era of European imperialism.

- 10-2.4.1 What were the consequences of European imperialism in Canada? (e.g., residential schools, land claims issues, linguistic claims, internments) (I, CC, TCC, PADM)
- 10-2.4.2 Have the various attempts to address the consequences of European imperialism in Canada been effective? (e.g., land claims settlements, reparations, healing processes, Royal Commission on Aboriginal Peoples) (C, CC, PADM)

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Related Issue: Should we work toward greater global economic integration?

► **Knowledge and Understanding**

General Outcome 10-2.5

Students will understand the impact of economic globalization on quality of life in Canada and one other global location.

- 10-2.5.1 What are the motives driving economic globalization? (ER, TCC)
- 10-2.5.2 What are the major forces that have contributed to the expansion of globalization since 1945? (i.e., transnationals, governments, international agencies, trade agreements) (ER, TCC, GC)
- 10-2.5.3 What are the differing views on the benefits and drawbacks of economic globalization? (i.e., quality of life, developing world debt issues, global development, technology transfers, trade dependency) (ER, LPP, GC)
- 10-2.5.4 How has economic globalization influenced the quality of life in Canada and one other global location? (i.e., environmental impact, standard of living, labour issues, consumer choice) (C, ER, GC)
- 10-2.5.5 How has economic globalization impacted the roles of women in Canada and one other global location? (i.e., gender roles, human rights) (C, PADM, GC)
- 10-2.5.6 How has economic globalization impacted children in Canada and one other global location? (e.g., child labour and laws, human rights) (C, I, ER, PADM)
- 10-2.5.7 How has globalization impacted the Canadian economy? (i.e., social policy, trade, fiscal policy, role of government, role of private enterprise, economic growth) (ER, PADM)

General Outcome 10-2.6

Students will examine the benefits and drawbacks of economic globalization.

- 10-2.6.1 How have economic and social priorities in Canada changed in response to challenges posed by globalization? (ER, PADM)
- 10-2.6.2 What should be the roles of the individual in a global consumer society? (I, GC, ER)
- 10-2.6.3 How valid are the arguments of supporters and opponents of economic globalization? (e.g., Group of 8 [G8], pro- and anti-globalization movements, fair trade, trade blocs) (ER, PADM)

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Related Issue: To what extent should human rights be promoted in an increasingly globalized world?

► **Knowledge and Understanding**

General Outcome 10-2.7

Students will understand the effect of globalization on human rights.

- 10-2.7.1 What are human rights? (C, PADM)
- 10-2.7.2 What is the relationship between globalization and changes to human rights in Canada and one other global location? (i.e., Mexico, China, Sudan) (C, GC, PADM)
- 10-2.7.3 How have the policies and actions of contemporary organizations impacted human rights? (e.g., United Nations [UN], World Trade Organization [WTO], North American Free Trade Agreement [NAFTA], World Bank, Amnesty International, Human Rights Watch) (C, GC, PADM)
- 10-2.7.4 How has modern technology influenced global awareness of human rights? (e.g., Internet, media) (C, ER, PADM)

General Outcome 10-2.8

Students will examine the extent to which human rights should be promoted in an increasingly globalized world.

- 10-2.8.1 What are the benefits and drawbacks of continued trade and interaction with nations that violate human rights? (ER, PADM)
- 10-2.8.2 Does globalization promote or subvert human rights? (C, PADM)

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SOCIAL STUDIES 20-1: Perspectives on Nationalism

Overview

Students will explore historical interpretations and manifestations of nationalism. Evolving definitions of nationalism and internationalism and their influence on regional and international relations will be examined. Students will consider how nationalism continues to influence the development of Canada. Examples will be drawn from the study of the French Revolution, the world wars, Aboriginal experiences, Québécois nationalism, Canadian nationalism, international institutions and current events.

Rationale

While nationalism is usually examined in relation to the state, alternative historical and contemporary definitions influence international relations and visions of Canada. Evolving views of nationalism not only influence definitions of collective, state and nation, but also personal identity. Assessing the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nationalism, internationalism, citizenship and identity.

Overarching Issue

To what extent should we embrace nationalism?

Related Issues	General Outcomes
<i>How should individuals respond to contending loyalties?</i>	20-1.1 Students will assess various manifestations of nationalism by examining the historical experiences of selected societies.
	20-1.2 Students will assess the relative importance of loyalty to a nation amongst contending loyalties.
<i>Should the citizen render unconditional support to the state?</i>	20-1.3 Students will investigate the impacts of nationalism and ultranationalism on international relations.
	20-1.4 Students will examine challenges to the relationship between the citizen and the state.
<i>To what extent should nationalist goals motivate involvement in international affairs?</i>	20-1.5 Students will evaluate how nationalism shapes international relations.
	20-1.6 Students will explore a variety of responses to international issues.
<i>To what extent should citizens in Canada be encouraged to embrace a sense of Canadian nationalism?</i>	20-1.7 Students will assess the impact of nationalism on Canada.
	20-1.8 Students will determine the extent to which Canadian nationalism should be promoted.



Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Grade 12.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	evaluate ideas and make judgements based on criteria derived from multiple sources
<i>historical thinking</i>	analyze multiple historical and contemporary perspectives within and across cultures
<i>geographic thinking</i>	make inferences and draw conclusions from maps and other geographic sources
<i>decision making and problem solving</i>	use inquiry strategies to make decisions and solve problems
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	participate in persuading, compromising, debating and negotiating to resolve conflicts and differences
<i>age-appropriate behaviour for social involvement</i>	engage in actions that will enhance the well-being of self and others in the community
Research for Deliberative Inquiry	
<i>research and information</i>	draw pertinent conclusions based upon evidence derived from research
Communication	
<i>oral, visual and textual literacy</i>	communicate appropriately in a variety of situations
<i>media literacy</i>	analyze the validity of various points of view in media messages

VALUES AND ATTITUDES

Students will:

- engage, willingly, in public discourse about nationalism, internationalism and identity
- recognize and appreciate the relationships that exist among human beings in an interdependent world
- recognize that definitions of nationalism and identity continue to evolve
- express interest in current events and world affairs
- appreciate that alternative viewpoints exist toward developments that have changed our society
- exhibit a global consciousness with respect to the human condition and world issues
- empathize with others and show a concern for their welfare, accepting and fulfilling social responsibilities associated with global citizenship
- appreciate historical perspectives by considering the historical context in which the events occurred

SKILLS AND PROCESSES FOR SOCIAL STUDIES 20-1

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

DIMENSIONS OF THINKING

Students will:

20-1.S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and make judgements based on criteria derived from multiple sources
- demonstrate the ability to analyze current affairs from a variety of perspectives
- evaluate personal assumptions and opinions to reflect a broadened understanding of a topic or an issue
- assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
- analyze contemporary and historical issues in order to form or support opinion
- generate and apply original ideas and strategies in individual and group activities
- use seemingly unrelated ideas to explain an idea or event
- evaluate the strengths and weaknesses of arguments
- consult a wide variety of sources that reflect varied viewpoints on particular issues
- evaluate the validity of gathered viewpoints against other sources
- assess the authority, reliability and validity of electronically accessed information
- demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

20-1.S.2 develop skills of historical thinking:

- analyze multiple historical and contemporary perspectives within and across cultures
- identify and describe the impact of significant historical periods and patterns of change on societies today
- understand the difference between historical facts and historical interpretations
- compare and contrast competing historical narratives
- develop reasoned arguments supported by historical and contemporary evidence
- demonstrate an understanding of how changes in technology can benefit or harm society—in the context of the present, the future, and in various historical time periods
- use current, reliable information sources from around the world

20-1.S.3 develop skills of geographic thinking:

- make inferences and draw conclusions from maps and other geographical sources
- locate, gather, interpret and organize information using historical maps
- develop and assess maps, tables, charts and diagrams to depict the geographic implications of current world events
- analyze how cooperation and conflict influence social, political and economic realities
- analyze the ways in which physical and human geographic features have influenced the evolution of historic events
- use current, reliable information sources from around the world, including online atlases

20-1.S.4 demonstrate skills of decision making and problem solving:

- use inquiry strategies to solve problems and make decisions
- reinterpret events in terms of what might have happened, and show the likely effects on subsequent events
- generate and apply new ideas and strategies to contribute to problem solving and decision making
- demonstrate leadership in groups, where appropriate, to achieve consensus and solve problems
- identify the appropriate tools and materials to use in order to accomplish a plan of action
- describe a plan of action to use technology to solve a problem

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

20-1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- participate in persuading, compromising, debating and negotiating to resolve conflicts and differences
- make meaningful contributions to discussion and group work
- consider the needs and perspectives of others
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- demonstrate cooperativeness in groups to solve problems

20-1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- engage in actions that will enhance the well-being of self and others in the community
- promote and respect the contributions of team members when working as a team

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RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

20-1.S.7 apply the research process:

- draw pertinent conclusions based upon evidence derived from research
- demonstrate competency in the use of research tools and strategies to investigate issues
- integrate and synthesize concepts to provide an informed point of view on a research question or issue
- develop, refine and apply pertinent questions on an issue as new information and data is discovered
- select and analyze relevant information when conducting research
- develop, express and defend an informed position on an issue
- acknowledge the validity of oral histories when investigating historical events and issues
- plan and perform complex searches, using more than one electronic source
- select information from appropriate sources, including primary and secondary sources
- use telecommunications to pose critical questions to experts—primary source information
- generate new understandings of problematic situations (issues) by using some form of technology to facilitate the process
- record relevant data for acknowledging sources of information, and cite sources correctly
- respect ownership and integrity of information, considering the ease with which various forms of technology allow access to vast amounts of information

COMMUNICATION

Students will:

20-1.S.8 demonstrate skills of oral, visual and textual literacy:

- communicate effectively in a variety of situations
- use skills of formal and informal debate to persuasively express various viewpoints on an issue
- ask respectful and relevant questions of others to clarify viewpoints
- listen to and make respectful and reasoned comments on the topic of discussion
- use a variety of oral, visual and textual sources to present informed positions on issues
- communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations
- apply information technologies for context, audience and purpose that extend and communicate understanding of complex issues
- use appropriate presentation software to demonstrate personal understandings
- compose, revise and edit text; and continue to demonstrate the outcomes achieved in prior grades and course subjects
- apply general principles of graphic layout and design to a document in process
- discuss the purposeful use of different types of information (e.g., graphics, photographs, graphs, charts and statistics) to manipulate and control a message
- apply principles of graphic design to enhance meaning and engage audience

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20-1.S.9 develop skills of media literacy:

- analyze the validity of various points of view in media messages
- synthesize information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- analyze the impact of various forms of media, identifying complexities and discrepancies in the information, and making distinctions between sound generalizations and misleading oversimplifications
- use current, reliable information sources from around the world; and identify bias from various regions and countries around the world
- assess the authority, reliability and validity of electronically accessed information
- demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

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Related Issue: How should individuals respond to contending loyalties?

► Knowledge and Understanding

General Outcome 20-1.1

Students will assess various manifestations of nationalism by examining the historical experiences of selected societies.

Specific Outcomes

Students will:

- 20-1.1.1 understand the meanings of nationalism from various perspectives (i.e., nation, relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, religious and patriotic) (I, LPP, C, CC)
- 20-1.1.2 examine expressions of nationalism as an internalized feeling or consciousness shared by a people (i.e., French Revolution, Napoleonic era, Aboriginal assertion of collective rights, Québécois nationalism, Middle East conflict, and contemporary examples) (TCC, I, CC)
- 20-1.1.3 analyze how nationalism is shaped by political and societal phenomena (i.e., Enlightenment thinkers, French Revolution, Napoleonic era, Aboriginal assertion of collective rights, Henri Bourassa and the First World War conscription crisis, and contemporary examples) (TCC, I, PADM)
- 20-1.1.4 assess various expressions of nationalism (i.e., French Revolution, Napoleonic era, Oka Crisis, creation of Nunavut, Quiet Revolution and October Crisis, Middle East conflict, and contemporary examples) (TCC, I, LPP)

General Outcome 20-1.2

Students will assess the relative importance of loyalty to the nation amongst contending loyalties.

Specific Outcomes

Students will:

- 20-1.2.1 explore examples of responses to nationalistic movements (i.e., French Revolution, Napoleonic era, Congress of Vienna, Bilingualism and Bicultural Commission, Aboriginal self-determination and land claims, and contemporary examples) (TCC, C, I)
- 20-1.2.2 analyze the consequences when nationalist loyalties conflict with other loyalties (i.e., French Revolution, Napoleonic era, Congress of Vienna, Québécois nationalism, Aboriginal self-determination and land claims, and contemporary examples) (TCC, C)

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Related Issue: Should the citizen render unconditional support to the state?

► Knowledge and Understanding

General Outcome 20-1.3

Students will investigate the impacts of nationalism and ultranationalism on international relations.

Specific Outcomes

Students will:

- 20-1.3.1 compare and contrast nationalism and ultranationalism (GC, TCC)
- 20-1.3.2 analyze the causes of the First and Second World Wars as they relate to nationalism and ultranationalism (TCC, ER, LPP)
- 20-1.3.3 explore aspects of the First and Second World Wars that fostered nationalist sentiments in Canada (i.e., major battles, war heroes, conscription crises, war production, propaganda, Canada's roles in postwar negotiations) (TCC, I, C)
- 20-1.3.4 assess contemporary examples and trends of ultranationalism (i.e., selected events of the First and Second World Wars, fascism in Europe, Yugoslavia, terrorism, and other contemporary events) (TCC, PADM, GC)

General Outcome 20-1.4

Students will examine challenges to the relationship between the citizen and the state.

Specific Outcomes

Students will:

- 20-1.4.1 evaluate the effects of the First and Second World Wars on individual and collective liberties (i.e., growth of centralized government, internment of Canadians of a variety of ethnic backgrounds during world wars, status of women, status of Aboriginal war veterans, conscientious objectors, War Measures Act) (PADM, C, TCC)
- 20-1.4.2 analyze the consequences of the First and Second World Wars on national unity (i.e., Naval Bill, conscription crises in the First and Second World Wars, the partitioning of Germany after the First and Second World Wars, successor states in the interwar period, nation building in postwar periods) (TCC, CC, I)
- 20-1.4.3 examine potential implications of nationalist self-determination (i.e., Yugoslavia, the Middle East, Velvet Revolution, African examples, and contemporary events) (TCC, PADM, LPP)

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

Related Issue: To what extent should nationalist goals motivate involvement in international affairs?

► **Knowledge and Understanding**

General Outcome 20-1.5

Students will evaluate how nationalism shapes international relations.

Specific Outcomes

Students will:

- 20-1.5.1 evaluate how nationalism shaped diplomacy and foreign policy during the interwar period (i.e., Wilson's Fourteen Points, Treaty of Versailles, successes and failures of the League of Nations, violations of the Treaty of Versailles, isolationism, appeasement) (TCC, PADM)
- 20-1.5.2 analyze attempts at ending international discord and promoting internationalism (i.e., global collective security, structure and function of the United Nations (UN), UN peacekeeping/peacemaking missions, Canada's role in the UN, and contemporary examples) (TCC, GC, PADM)
- 20-1.5.3 evaluate attempts at regional and international cooperation (i.e., trade agreements, Commonwealth, la Francophonie, Organization of African Unity, Asia-Pacific Economic Cooperation, and other contemporary examples) (TCC, GC, PADM)
- 20-1.5.4 assess how international cooperation is influenced by supranational organizations (i.e., European Union) (TCC, GC)

General Outcome 20-1.6

Students will explore a variety of responses to international issues.

Specific Outcomes

Students will:

- 20-1.6.1 assess the motives of nations that are involved in international affairs (GC, C, I)
- 20-1.6.2 assess the responsibilities countries have to the international community (i.e., humanitarianism, upholding international laws and agreements, environmentalism, diplomacy) (GC, C, CC)
- 20-1.6.3 analyze how global problems can be addressed by individuals and nongovernmental organizations (i.e., global distribution of wealth and resources, environment, conflict, and other contemporary issues) (GC, C, ER)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

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Related Issue: To what extent should citizens in Canada be encouraged to embrace a sense of Canadian nationalism?

► Knowledge and Understanding

General Outcome 20-1.7

Students will assess the impact of nationalism on Canada.

Specific Outcomes

Students will:

- 20-1.7.1 explore historical visions of Canada from various perspectives (i.e., Pontiac, Tecumseh, Lafontaine and Baldwin, Confederation, Sifton and immigration policy, Naval Bill, Canada's participation in Paris Peace Conference, Statute of Westminster, Métis nationalism) (TCC, CC, I)
- 20-1.7.2 examine divergent views of the nature of Canada (i.e., rise of Québec nationalism, rise of Québec sovereignty movement, Nisga'a settlement, creation of Nunavut, Western alienation, pluralism) (TCC, C, I)
- 20-1.7.3 analyze various attempts to promote national unity (i.e., Royal Commission on Bilingualism and Biculturalism, Official Languages Act, Official Multiculturalism 1971, patriation of the constitution, Canadian Multiculturalism Act 1985, Charter of Rights and Freedoms, Meech Lake Accord, Charlottetown Accord, Clarity Act, and contemporary examples) (C, I, PADM)

General Outcome 20-1.8

Students will determine the extent to which Canadian nationalism should be promoted.

Specific Outcomes

Students will:

- 20-1.8.1 assess attempts to promote Canadian nationalism (i.e., national symbols and institutions, sporting events, federal-provincial programs, Canada Day) (C, I, CC)
- 20-1.8.2 explore contemporary visions of Canada from various perspectives (i.e., Canada's ethnic composition, Aboriginal self-determination/treaty rights, official language minorities across Canada, decentralization, Canada's international reputation) (C, I, CC)
- 20-1.8.3 explore and express personal visions of nationalism in the Canadian context in relation to the collective, nation, state and international community (I, C, CC)

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SOCIAL STUDIES 20-2: Nationalism in Canada and the World

Overview

Students will examine various forms of nationalism and investigate the influence of nationalism on historical and contemporary events in Canada and the world. Students will explore the impacts of nationalism and efforts to promote internationalism. Examples will be drawn from the study of the French Revolution period, the world wars, Aboriginal experiences, Québécois nationalism, Canadian nationalism, international institutions and current events.

Rationale

As perspectives on nationalism evolve, so do perspectives on personal identity and on what it means to be a member of a collective, a state and a nation. This evolution is significant in the Canadian context since nationalism continues to shape visions of Canada. Understanding the significance of nationalism contributes to an understanding and awareness of the interrelationships among nationalism, internationalism, citizenship and identity.

Overarching Issue

To what extent should we embrace nationalism?

Related Issues	General Outcomes
<i>How should individuals respond to contending loyalties?</i>	20-2.1 Students will understand how historical experiences have influenced the development of nationalism.
	20-2.2 Students will assess the importance of loyalty to a nation.
<i>Should the citizen always support the state?</i>	20-2.3 Students will understand how the consequences of nationalism and ultranationalism have affected people and governments.
	20-2.4 Students will understand that nationalism could cause conflict between citizens and governments.
<i>To what extent should nationalist goals motivate involvement in international affairs?</i>	20-2.5 Students will assess how nationalism shapes international relations.
	20-2.6 Students will explore alternative responses to international issues.
<i>To what extent should citizens in Canada be encouraged to embrace a sense of Canadian nationalism?</i>	20-2.7 Students will understand that nationalism affects Canada.
	20-2.8 Students will consider the merits of promoting Canadian nationalism.



Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Grade 12.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	interpret ideas and make judgements based on information derived from multiple sources
<i>historical thinking</i>	recognize that multiple historical and contemporary perspectives exist within and across cultures
<i>geographic thinking</i>	draw conclusions from maps and other geographic sources
<i>decision making and problem solving</i>	use inquiry strategies to make decisions and solve problems
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	participate in cooperative processes in order to resolve conflicts and differences
<i>age-appropriate behaviour for social involvement</i>	engage in actions that will benefit self and others in the community
Research for Deliberative Inquiry	
<i>research and information</i>	draw appropriate conclusions based upon evidence gathered through research
Communication	
<i>oral, visual and textual literacy</i>	communicate appropriately in a variety of situations
<i>media literacy</i>	determine various points of view in media messages

VALUES AND ATTITUDES

Students will:

- engage, willingly, in public discourse about nationalism, internationalism and identity
- recognize and appreciate the relationships that exist among human beings in an interdependent world
- recognize that there are various definitions of nationalism and identity
- express interest in current events and world affairs
- appreciate that alternative viewpoints exist toward developments that have changed our society
- exhibit a global consciousness with respect to the human condition and world issues
- empathize with others and show a concern for their welfare, accepting and fulfilling social responsibilities associated with global citizenship
- appreciate historical perspectives by considering the historical context in which the events occurred

SKILLS AND PROCESSES FOR SOCIAL STUDIES 20-2

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

DIMENSIONS OF THINKING

Students will:

20-2.S.1 develop skills of critical thinking and creative thinking:

- interpret ideas and make judgements based on information derived from multiple sources
- demonstrate the ability to analyze current affairs
- evaluate personal assumptions and opinions to reflect a broadened understanding of a topic or an issue
- determine the validity of information based on context, bias, evidence or reliability
- demonstrate the ability to use contemporary and historical information to form or support opinion
- apply a variety of ideas and strategies in individual and group activities
- create metaphors to describe situations or ideas
- identify the strengths and weaknesses of arguments
- evaluate the strengths and weaknesses of arguments
- consult a wide variety of sources that reflect varied viewpoints on particular issues
- evaluate the validity of gathered viewpoints against other sources
- assess the authority, reliability and validity of electronically accessed information
- demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
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20-2.S.2 develop skills of historical thinking:

- recognize that multiple historical and contemporary perspectives exist within and across cultures
- identify and describe the impact of significant historical periods and patterns of change on societies today
- understand the difference between historical facts and historical interpretations
- compare competing historical narratives
- develop effective arguments supported by historical and contemporary evidence
- demonstrate an understanding of how changes in technology can benefit or harm society—in the context of the present, the future, and in various historical time periods
- use current, reliable information sources from around the world
- identify bias from various regions and countries around the world

20-2.S.3 develop skills of geographic thinking:

- draw conclusions from maps and other geographical sources
- locate, gather, interpret and organize information using historical maps
- develop maps, tables, charts and diagrams to depict the geographic implications of current world events
- determine the ways in which physical and human geographic features have influenced historic events
- use current, reliable information sources from around the world, including online atlases

20-2.S.4 demonstrate skills of decision making and problem solving:

- use inquiry strategies to solve problems and make decisions
- participate in problem-solving and decision-making scenarios
- propose new solutions to solve problems and make decisions
- identify the appropriate tools and materials to use in order to accomplish a plan of action
- describe a plan of action to use technology to solve a problem

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

20-2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- participate in cooperative processes in order to resolve conflicts and differences
- make meaningful contributions to discussion and group work
- consider the needs and perspectives of others
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- demonstrate cooperativeness in groups to solve problems

20-2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- engage in actions that will benefit self and others in the community
- promote and respect the contributions of team members when working as a team

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RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

20-2.S.7 apply the research process:

- draw conclusions based upon evidence gathered through research
- demonstrate competency in the use of research tools and strategies to investigate issues
- select and analyze relevant information when conducting research
- make connections among related, organized data; and assemble various pieces into a unified product
- develop, express and defend an informed position on an issue
- acknowledge the validity of oral histories when investigating historical events and issues
- plan and perform complex searches, using more than one electronic source
- select information from appropriate sources, including primary and secondary sources
- use telecommunications to pose critical questions to experts
- use some form of technology to generate new understandings of issues
- record relevant data for acknowledging sources of information, and cite sources correctly
- respect ownership and integrity of information, considering the ease with which various forms of technology allow access to vast amounts of information

COMMUNICATION

Students will:

20-2.S.8 demonstrate skills of oral, visual and textual literacy:

- communicate appropriately in a variety of situations
- use skills of informal debate to clearly express various viewpoints on an issue
- ask respectful, appropriate questions to clarify viewpoints on an issue
- listen to and make respectful and reasoned comments on the topic of discussion
- use a variety of oral, visual and textual sources to present informed positions on issues
- communicate in a persuasive and engaging manner through appropriate forms, such as speeches, letters, reports and multimedia presentations
- apply information technologies for context, audience and purpose that extend and communicate understanding of complex issues
- use appropriate presentation software to demonstrate personal understandings
- compose, revise and edit text; and continue to demonstrate the outcomes achieved in prior grades and subjects
- apply general principles of graphic layout and design to a document in process
- discuss the purposeful use of different types of information (e.g., graphics, photographs, graphs, charts and statistics) to manipulate and control a message
- apply principles of graphic design to enhance meaning and engage audience

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20-2.S.9 develop skills of media literacy:

- determine various points of view in media messages
- gather information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- analyze the impact of various forms of media, making distinctions between sound generalizations and misleading oversimplifications
- assess the authority, reliability and validity of electronically accessed information
- demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

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Related Issue: How should individuals respond to contending loyalties?

► Knowledge and Understanding

General Outcome 20-2.1

Students will understand how historical experiences have influenced the development of nationalism.

Specific Outcomes:

- 20-2.1.1 In what ways can nationalism be understood? (i.e., nation, civic, relationship to the land, geographic, collective, ethnic, cultural, linguistic, political, religious and patriotic) (I, LPP, C, CC)
- 20-2.1.2 How is nationalism shaped by political and social phenomena? (i.e., Enlightenment thinkers, French Revolution and Napoleon, Aboriginal assertion of collective rights, and contemporary examples) (TCC, I, CC)
- 20-2.1.3 In what ways has nationalism been expressed? (i.e., French Revolution and Napoleon, Assembly of First Nations, Québécois nationalism, and contemporary examples) (TCC, I, PADM)

General Outcome 20-2.2

Students will assess the importance of loyalty to a nation.

Specific Outcomes:

- 20-2.2.1 What are the characteristics of reactions to nationalistic movements? (i.e., French Revolution and Napoleon, Congress of Vienna, Aboriginal self-determination and land claims) (TCC, C, I)
- 20-2.2.2 What happens when nationalist loyalties are in conflict with other loyalties? (i.e., French Revolution and Napoleon, Québécois nationalism, Aboriginal self-determination and land claims) (TCC, C)

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Related Issue: Should the citizen always support the state?

► Knowledge and Understanding

General Outcome 20-2.3

Students will understand how the consequences of nationalism and ultranationalism have affected people and governments.

Specific Outcomes:

- 20-2.3.1 Compare and contrast nationalism and ultranationalism (GC, TCC)
- 20-2.3.2 How did nationalism and ultranationalism contribute to the outbreak of the First and Second World Wars? (i.e., causes of the First and Second World Wars) (TCC, ER, LPP)
- 20-2.3.3 How did aspects of the First and Second World Wars influence nationalist sentiments in Canada? (i.e., major battles, war heroes, conscription crises, war production, propaganda, Canada's roles in postwar negotiations) (TCC, I, C)
- 20-2.3.4 How do historical examples of ultranationalism compare to contemporary examples? (i.e., First World War, fascism in Europe, terrorism, ethnic cleansing in Rwanda, and contemporary events) (TCC, PADM, GC)

General Outcome 20-2.4

Students will understand that nationalism could cause conflict between citizens and governments.

Specific Outcomes:

- 20-2.4.1 What were the effects of the First and Second World Wars on individual and collective rights and freedoms? (i.e., internment of Canadians of a variety of ethnic backgrounds during world wars, growth of centralized government, status of women, War Measures Act, status of Aboriginal war veterans, conscientious objectors) (PADM, C, TCC)
- 20-2.4.2 What effects did the world wars have on national unity? (i.e., the partitioning of Germany after the First and Second World Wars, successor states in the interwar period, nation building in the postwar periods) (TCC, CC, I)
- 20-2.4.3 What are potential implications of nationalist self-determination? (i.e., the Middle East, Velvet Revolution, African examples, and contemporary issues) (TCC, PADM, LPP)

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CC	Culture and Community
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GC	Global Connections
PADM	Power, Authority and Decision Making

Related Issue: To what extent should nationalist goals motivate involvement in international affairs?

► **Knowledge and Understanding**

General Outcome 20-2.5

Students will assess how nationalism shapes international relations.

Specific Outcomes:

- 20-2.5.1 How did nationalism shape diplomacy and foreign policies during the interwar period? (i.e., self-determination, Treaty of Versailles, successes and failures of the League of Nations, isolationism, appeasement) (TCC, PADM)
- 20-2.5.2 How effective is the United Nations at promoting international cooperation? (i.e., purpose of the United Nations, Canada's role in UN peacekeeping/peacemaking missions) (TCC, GC, PADM)
- 20-2.5.3 Can international organizations contribute to regional and global cooperation? (i.e., trade agreements, Commonwealth, la Francophonie, Organization of African Unity, Asia-Pacific Economic Cooperation, and other contemporary examples) (TCC, GC, PADM)
- 20-2.5.4 Can supranational organizations contribute to international cooperation? (i.e., European Union) (TCC, GC)

General Outcome 20-2.6

Students will explore alternative responses to international issues.

Specific Outcomes:

- 20-2.6.1 Does the international community benefit when nations act in their own interests? (i.e., current events) (GC, C, I)
- 20-2.6.2 Do nations have responsibilities to the international community? (i.e., humanitarianism, upholding international laws and agreements, environmentalism, diplomacy) (GC, C, CC)
- 20-2.6.3 Can individuals and nongovernmental organizations assist in solving international problems? (i.e., individual action, group action) (GC)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
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Related Issue: To what extent should citizens in Canada be encouraged to embrace a sense of Canadian nationalism?

► Knowledge and Understanding

General Outcome 20-2.7

Students will understand that nationalism affects Canada.

Specific Outcomes:

- 20-2.7.1 What are some historical visions of Canada? (i.e., Pontiac, Tecumseh, Lafontaine and Baldwin, Confederation, Sifton and immigration policy, Naval Bill, Métis nationalism) (TCC, CC, I)
- 20-2.7.2 What were some divergent views of Canada? (i.e., rise of Québec nationalism and sovereignty movement, Nisga'a settlement, creation of Nunavut, Western alienation, pluralism) (TCC, C, I)
- 20-2.7.3 How has the Canadian government attempted to promote national unity? (i.e., Royal Commission on Bilingualism and Biculturalism, Official Languages Act, patriation of the constitution, multiculturalism, Charter of Rights and Freedoms, constitutional conferences, Aboriginal self-government and land claims, and current examples) (C, I, PADM)

General Outcome 20-2.8

Students will consider the merits of promoting Canadian nationalism.

Specific Outcomes:

- 20-2.8.1 How effective are attempts to promote Canadian nationalism? (i.e., national symbols and institutions, sporting events, federal-provincial programs, Canada Day) (C, I, CC)
- 20-2.8.2 What are some contemporary visions of what Canada could be? (i.e., pluralism, Aboriginal self-determination/treaty rights, official language minorities across Canada, decentralization, Canada's international reputation) (C, I, CC)
- 20-2.8.3 Explore and express personal visions of nationalism in the Canadian context in relation to the nation, state and international community (I, C, CC)

C	Citizenship
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SOCIAL STUDIES 30-1: Perspectives on Citizenship in the 21st Century

Overview

Students will investigate the foundations and manifestations of ideological thought that have shaped the contemporary world. Within the context of exploring the meaning of their individual and collective citizenship, students will analyze various political systems, as well as a range of economic models. Historical and contemporary examples will be drawn from Canadian and global experiences to explore issues of citizenship in the 21st century.

Rationale

For centuries, intellectuals, leaders and individuals have engaged in debate regarding the role of the citizen in the governing of society. Possessing a fundamental understanding of the underlying philosophical roots of ideologies, and their real-world applications, encourages public debate. It nurtures citizens who are willing and able to think critically about issues of citizenship and ideology. Engaging in active and responsible citizenship in a pluralistic and democratic society requires citizens to develop the attitudes, knowledge and skills to address local, national and global issues in the contemporary world.

Overarching Issue

What does it mean to be a citizen in the 21st century?

Related Issues

To what extent should citizens be involved in the political decision-making process?

To what extent should economic equality be encouraged?

To what extent do nondemocratic principles provide viable alternatives to democratic principles?

To what extent should we as citizens affirm a more inclusive and democratic society?

General Outcomes

30-1.1 Students will critically assess theories and practices of democracy.

30-1.2 Students will assess the extent to which citizens should be involved in democratic processes.

30-1.3 Students will evaluate the merits of various economic systems.

30-1.4 Students will assess the effectiveness of economic systems in meeting the needs of citizens in contemporary societies.

30-1.5 Students will critically examine authoritarianism in the 20th century.

30-1.6 Students will explore the relationships among democratic and nondemocratic ideologies.

30-1.7 Students will explore how citizens in a democracy can best meet the challenges of the 21st century.

30-1.8 Students will assess strategies intended to promote active and responsible citizenship in the 21st century.



Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Grade 12.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	evaluate ideas and make judgements based on criteria derived from multiple sources
<i>historical thinking</i>	analyze multiple historical and contemporary perspectives within and across cultures
<i>geographic thinking</i>	make inferences and draw conclusions from maps and other geographic sources
<i>decision making and problem solving</i>	use inquiry strategies to make decisions and solve problems
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	participate in persuading, compromising, debating and negotiating to resolve conflicts and differences
<i>age-appropriate behaviour for social involvement</i>	engage in actions that will enhance the well-being of self and others in the community
Research for Deliberative Inquiry	
<i>research and information</i>	draw pertinent conclusions based upon evidence derived from research
Communication	
<i>oral, visual and textual literacy</i>	communicate effectively in a variety of situations
<i>media literacy</i>	analyze the validity of various points of view in media messages

VALUES AND ATTITUDES

Students will:

- engage, willingly, in public discourse regarding issues of ideology, citizenship and identity
- identify and value the relationships that exist among human beings in an interdependent world
- understand that there are a variety of potential ways to organize political and economic systems
- identify relationships that exist among seemingly distinct current events and world affairs
- appreciate that there are diverse points of view regarding the need to promote egalitarianism in political and economic systems
- exhibit a global consciousness with respect to the human condition and world issues
- demonstrate compassion for the welfare of others, accepting and fulfilling social responsibilities associated with global citizenship
- apply various historical perspectives to provide context and meaning for events

SKILLS AND PROCESSES FOR SOCIAL STUDIES 30-1

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

DIMENSIONS OF THINKING

Students will:

30-1.S.1 develop skills of critical thinking and creative thinking:

- develop criteria that can be used to judge the validity of ideas and arguments
- demonstrate the ability to synthesize trends in human actions, based on the examination of a variety of current affairs
- analyze personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
- synthesize information from contemporary and historical issues in order to develop an informed opinion
- generate, appraise and apply original ideas and strategies to individual and group activities
- assemble seemingly unrelated information to support an idea or to explain an event
- determine relationships among multiple and varied sources of information
- evaluate the logic of assumptions underlying a position presented
- consult a wide variety of sources that reflect varied viewpoints on particular issues
- evaluate the validity of gathered viewpoints against other sources
- assess the authority, reliability and validity of electronically accessed information
- demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: Places and People

CC	Culture and Community
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30-1.S.2 develop skills of historical thinking:

- analyze multiple historical and contemporary perspectives within and across cultures
- evaluate the impact of significant historical periods and patterns of change on the contemporary world
- examine documents and discern historical facts from historical interpretations
- identify similarities and differences among historical narratives
- identify reasons underlying similarities and differences among historical narratives
- develop a logically consistent position that is informed by appropriate argumentation and historical and contemporary evidence
- demonstrate an understanding of how changes in technology can benefit or harm society—in the context of the present, the future, and in various historical time periods
- use current, reliable information sources from around the world

30-1.S.3 develop skills of geographic thinking:

- make inferences and draw conclusions from maps and other geographical sources
- locate, gather, interpret and organize information, using historical maps
- gather information to create maps, tables, charts and diagrams to demonstrate the impact of factors of geography on world events
- analyze how cooperation and conflict influence social, political and economic realities
- evaluate the impact of physical and human geographic features on the evolution of historic events
- use current, reliable information sources from around the world, including online atlases

30-1.S.4 demonstrate skills of decision making and problem solving:

- use inquiry strategies to make decisions and solve problems
- reinterpret events in terms of what might have happened, and show the likely effects on subsequent events
- generate and apply new ideas and strategies to contribute to decision making and problem solving
- demonstrate leadership in groups, where appropriate, to achieve consensus, solve problems and formulate positions on important issues

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

30-1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- participate in persuading, compromising, debating and negotiating to resolve conflicts and differences
- offer thoughtful contributions to discussions and group work
- demonstrate empathy for the needs and perspectives of others
- initiate and employ various strategies to resolve conflicts peacefully and equitably
- demonstrate a willingness to collaborate in groups to solve problems

30-1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- engage in actions that will enhance the well-being of self and others in the community
- value the importance of multiple perspectives when working as part of a team

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RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

30-1.S.7 apply the research process:

- draw pertinent conclusions based upon evidence derived from research
- demonstrate proficiency in the use of research tools and strategies to investigate issues
- integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or issue of inquiry
- develop, refine and apply pertinent questions on an issue as new information and data are discovered
- select and analyze relevant information when conducting research
- develop, express and defend an informed position on an issue
- assess the validity of oral histories when investigating historical events and issues
- plan and perform complex searches, using more than one electronic source
- select information from appropriate sources, including primary and secondary sources
- use telecommunications to pose critical questions to experts—primary source information
- generate new understandings of problematic situations (issues) by using some form of technology to facilitate the process
- provide correct and appropriate annotation when using source information in research assignments
- respect ownership and integrity of information, considering the ease with which various forms of technology allow for access to vast amounts of information

COMMUNICATION

Students will:

30-1.S.8 demonstrate skills of oral, visual and textual literacy:

- communicate effectively to validate a point of view, in a variety of situations
- use skills of formal and informal debate to persuasively express informed viewpoints on an issue
- ask respectful and relevant questions of others to clarify viewpoints
- listen and make respectful and reasoned comments
- use a variety of oral, visual and textual sources to present informed positions on issues
- communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations
- apply information technologies for context, audience and purpose that extend and communicate understanding of complex issues
- use appropriate presentation software to demonstrate personal understandings
- compose, revise and edit text—continue to demonstrate the outcomes achieved in prior grades and course subjects
- apply general principles of graphic layout and design to a document in process
- discuss the purposeful use of different types of information (e.g., graphics, photographs, graphs, charts and statistics) to manipulate and control a message
- apply principles of graphic design to enhance meaning and engage audience

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30-1.S.9 develop skills of media literacy:

- evaluate the validity of various points of view presented in the media
- appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- analyze the impact of various forms of media, identifying complexities and discrepancies in the information, and making distinctions between sound generalizations and misleading oversimplifications
- use current, reliable information sources from around the world; and identify bias from various regions and countries around the world
- assess the authority, reliability and validity of electronically accessed information
- demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

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Related Issue: To what extent should citizens be involved in the political decision-making process?

► **Knowledge and Understanding**

General Outcome 30-1.1

Students will critically assess theories and practices of democracy.

Specific Outcomes

Students will:

- 30-1.1.1 examine the origins of egalitarian thought (i.e., Athenian democracy, Aboriginal societies, European Enlightenment) (PADM, TCC, CC)
- 30-1.1.2 examine, critically, the ideas of Enlightenment thinkers (i.e., Rousseau, Locke, Montesquieu, Voltaire) (PADM, TCC)
- 30-1.1.3 examine, critically, efforts to expand the ideas of the Enlightenment (i.e., liberal thought, feminist thought, Marxist thought, democratic socialist thought) (PADM, TCC, GC)
- 30-1.1.4 assess the degree to which political decisions are made democratically in Canada and the United States (i.e., republicanism, parliamentary system, political parties, political institutions, legal systems, electoral systems, role of the media, opinion polls) (PADM)
- 30-1.1.5 compare and contrast how different interpretations of liberalism have influenced the rights and responsibilities of citizens in Canada and the United States (i.e., United States Constitution and Bill of Rights, Canadian Charter of Rights and Freedoms, struggle for rights for African-Americans in the United States, struggle for rights for Aboriginals in Canada) (PADM, TCC, GC)
- 30-1.1.6 assess the advantages and disadvantages of democratic decision making (PADM)

General Outcome 30-1.2

Students will assess the extent to which citizens should be involved in democratic processes.

Specific Outcomes

Students will:

- 30-1.2.1 understand why citizens can become excluded from democratic processes (i.e., illiberalism, structures of power, alienation, economic status, language barriers, education, location) (PADM, TCC, GC)

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- 30-1.2.2 understand the various ways citizens have historically responded to disenfranchisement (i.e., Aboriginal self-government, suffrage movement, feminist movement, apathy, cynicism, anarchism, Gandhi and peaceful noncooperation) (TCC, PADM, GC)
- 30-1.2.3 understand that multiple perspectives foster debate and dissent in a democracy (i.e., the political spectrum) (PADM)
- 30-1.2.4 assess the ways in which citizens can be empowered in a democracy (i.e., public hearings, interest groups, political parties, political campaigns, voting, consumer activism, education) (PADM)

C Citizenship
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 ER Economics and Resources
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CC Culture and Community
 TCC Time, Continuity and Change
 GC Global Connections
 PADM Power, Authority and Decision Making

Related Issue: To what extent should economic equality be encouraged?

► Knowledge and Understanding

General Outcome 30-1.3

Students will evaluate the merits of various economic systems.

Specific Outcomes

Students will:

- 30-1.3.1 examine various perspectives on economic egalitarianism (i.e., Aboriginal societies, feudal Europe) (ER, TCC, GC)
- 30-1.3.2 examine the origins of capitalist ideas in Europe and North America (i.e., decline of the feudal system, Protestant ethic) (ER, TCC)
- 30-1.3.3 assess the ideas and values of classical liberal economic theorists (i.e., Adam Smith, Manchester liberalism) (ER, TCC)
- 30-1.3.4 examine various responses to the ideas and values of capitalist theory (i.e., Aboriginals, Mary Wollstonecraft and feminism, Karl Marx and scientific socialism, John Stuart Mill and utilitarianism, entrepreneurs, labour organizations) (ER, TCC, GC)
- 30-1.3.5 assess the success of economic systems established as alternatives to free market capitalism (i.e., Soviet Union, Scandinavian socialism, China) (ER, TCC)
- 30-1.3.6 assess the effects of capitalism on Great Britain and North America from the Industrial Revolution to the onset of the Great Depression (i.e., economic cycles, technology, standard of living, income distribution, impact on environment, changes to traditional ways of life, stock market crash) (TCC, ER, LPP)
- 30-1.3.7 explore the evolution of state welfare in Canada and the United States (i.e., Great Depression, Roosevelt's New Deal, Keynesian economics, the rise of the CCF and Social Credit, state welfare in Québec) (ER, TCC)
- 30-1.3.8 assess the impact of supply-side economics on Canada and the United States (i.e., Milton Friedman, Reaganomics, economic policy in Alberta) (ER, TCC)

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General Outcome 30-1.4

Students will assess the effectiveness of economic systems in meeting the needs of citizens in contemporary societies.

Specific Outcomes

Students will:

- 30-1.4.1 explore how citizens participate in economic decision making (i.e., consumer sovereignty, business ownership, consumer activism, labour organizations, paid and unpaid labour) (ER)
- 30-1.4.2 explore economic issues facing citizens in the 21st century (i.e., career management, demographic shifts, trade issues, economic growth, economic sustainability, income disparity, resource management, environmental considerations, mobility of labour, labour as a commodity) (ER, GC)

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Related Issue: To what extent do nondemocratic principles provide viable alternatives to democratic principles?

► **Knowledge and Understanding**

General Outcome 30-1.5

Students will critically examine authoritarianism in the 20th century.

Specific Outcomes

Students will:

- 30-1.5.1 examine the philosophical justifications for authoritarian/totalitarian systems of government (i.e., Machiavelli, Thomas Hobbes, Jacques-Benigne Bossuet, Adolf Hitler, Mao Zedong) (PADM, TCC)
- 30-1.5.2 understand that the concentration of political power may vary among states (i.e., elements of authoritarianism that exist in democratic states, elements of democracy that exist in authoritarian states) (PADM)
- 30-1.5.3 explore the reasons for the rise of authoritarian/totalitarian states in the 20th century (i.e., Nazi Germany, the Soviet Union, the Peoples Republic of China) (TCC, PADM)
- 30-1.5.4 examine the techniques used by ruling elites to maintain a totalitarian/authoritarian state (i.e., indoctrination, propaganda, controlled participation, use of force and terror, scapegoating, achieving economic and/or social stability, tokenism) (PADM, TCC, GC)
- 30-1.5.5 examine the causes and the consequences of the Holocaust (i.e., Nazi racial policy, Nuremberg trials, Universal Declaration of Human Rights, anti-hate laws) (TCC, GC, PADM)
- 30-1.5.6 assess the degree to which the needs of citizens can be met in authoritarian states (GC, PADM)

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General Outcome 30-1.6

Students will explore the relationships among democratic and nondemocratic ideologies.

Specific Outcomes

Students will:

- 30-1.6.1 assess the effects of responses to authoritarianism (i.e., fall of Nazi Germany, the Soviet Union, neo-fascism in America and Europe) (TCC, PADM)
- 30-1.6.2 examine, critically, the policies of Western democracies during the Cold War as a response to the perceived threats posed by communism (i.e., the Marshall Plan, Truman Doctrine, McCarthyism, containment, alliances, arms race, mutually assured destruction, brinksmanship, détente) (TCC, PADM)
- 30-1.6.3 assess the appropriateness of the responses of democratic states to nondemocratic states (i.e., isolationism, financial and military support, appeasement, use of force, diplomacy) (PADM, GC, TCC)
- 30-1.6.4 examine movements that challenge perceived Western hegemony (PADM, GC, TCC)
- 30-1.6.5 assess the validity of nondemocratic principles (PADM, GC)

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Related Issue: To what extent should we as citizens affirm a more inclusive and democratic society?

► **Knowledge and Understanding**

General Outcome 30-1.7

Students will explore how citizens in a democracy can best meet the challenges of the 21st century.

Specific Outcomes

Students will:

- 30-1.7.1 examine, critically, how political and social institutions can be adapted to better reflect the realities of citizens (i.e., Aboriginal models of decision making, methods of representation, parliamentary reform) (PADM, GC, CC)
- 30-1.7.2 determine the impact of technology on citizens in democratic states (i.e., role of the Internet as a medium for education and activism, privacy issues, security issues) (GC, PADM, CC)
- 30-1.7.3 explore the challenges to human rights in the 21st century (i.e., immigration policy, genetic engineering, state policies, racism, sexism) (GC, PADM, CC)
- 30-1.7.4 examine, critically, the role of the media in influencing the beliefs and actions of citizens in democratic states (i.e., “embedded” journalism, concentration of ownership of media, the news as entertainment rather than journalism, media literacy) (GC, PADM, CC)

General Outcome 30-1.8

Students will assess strategies intended to promote active and responsible citizenship in the 21st century.

Specific Outcomes

Students will:

- 30-1.8.1 explore responsible citizenship in a democratic society (CC, GC)
- 30-1.8.2 assess differing viewpoints on the type of education required for active and responsible citizenship (i.e., acquisition of knowledge and/or critical thinking skills, necessity of civics education, lifelong learning) (GC, CC)
- 30-1.8.3 understand the roles that citizens play in promoting the goals of active and responsible citizenship

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SOCIAL STUDIES 30-2: Issues in Contemporary Citizenship

Overview

Students will examine the origins and applications of various political and economic systems to better understand how these systems impact their roles as citizens. Students will explore the relationship between ideology and citizenship to address the challenges of citizenship in the 21st century. Historical and contemporary examples will be drawn from the experiences of Canada as well as those of other nations.

Rationale

Historically, leaders and individuals have participated in debating the role of the citizen in the governing of society. By studying past and contemporary examples of political and economic systems, students will investigate their roles as citizens in society. Responsible and active citizenship in democracy requires citizens to develop the attitudes, knowledge and skills to address a variety of issues in the contemporary world.

Overarching Issue

What does it mean to be a citizen in the 21st century?

Related Issues

General Outcomes

How involved should citizens be in making political decisions?

30-2.1 Students will critically assess models of democratic decision making.

30-2.2 Students will assess the extent to which citizens should be involved in democratic processes.

To what extent should individuals be responsible for their economic well-being?

30-2.3 Students will evaluate the merits of various economic systems.

30-2.4 Students will assess the effectiveness of economic systems in meeting the needs of citizens.

Are there alternatives to democracy?

30-2.5 Students will critically examine authoritarianism in the 20th century.

30-2.6 Students will explore the relationships among democratic and nondemocratic ideologies.

Should democratic rights and freedoms be expanded?

30-2.7 Students will explore how citizens in a democracy can best meet the challenges of the 21st century.

30-2.8 Students will assess strategies intended to promote active and responsible citizenship in the 21st century.



Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Grade 12.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	evaluate ideas and make judgements based on criteria derived from multiple sources
<i>historical thinking</i>	analyze multiple historical and contemporary perspectives within and across cultures
<i>geographic thinking</i>	make inferences and draw conclusions from maps and other geographic sources
<i>decision making and problem solving</i>	use inquiry strategies to make decisions and solve problems
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	participate in persuading, compromising, debating and negotiating to resolve conflicts and differences
<i>age-appropriate behaviour for social involvement</i>	engage in actions that will enhance the well-being of self and others in the community
Research for Deliberative Inquiry	
<i>research and information</i>	draw pertinent conclusions based upon evidence derived from research
Communication	
<i>oral, visual and textual literacy</i>	communicate effectively in a variety of situations
<i>media literacy</i>	analyze the validity of various points of view in media messages

VALUES AND ATTITUDES

Students will:

- engage, willingly, in public discourse about nationalism, internationalism and identity
- recognize and appreciate the relationships that exist among human beings in an interdependent world
- recognize that definitions of nationalism and identity continue to evolve
- express interest in current events and world affairs
- appreciate that alternative viewpoints exist toward developments that have changed our society
- exhibit a global consciousness with respect to the human condition and world issues
- empathize with others and show a concern for their welfare, accepting and fulfilling social responsibilities associated with global citizenship
- appreciate historical perspectives by considering the historical context in which the events occurred

SKILLS AND PROCESSES FOR SOCIAL STUDIES 30-2

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

DIMENSIONS OF THINKING

Students will:

30-2.S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and make judgements based on criteria derived from multiple sources
- demonstrate the ability to analyze current affairs from a variety of perspectives
- evaluate personal assumptions and opinions to reflect a broadened understanding of a topic or an issue
- assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
- analyze contemporary and historical issues in order to form or support opinion
- generate and apply original ideas and strategies in individual and group activities
- use seemingly unrelated ideas to explain an idea or event
- evaluate the strengths and weaknesses of arguments
- consult a wide variety of sources that reflect varied viewpoints on particular issues
- evaluate the validity of gathered viewpoints against other sources
- assess the authority, reliability and validity of electronically accessed information
- demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

30-2.S.2 develop skills of historical thinking:

- analyze multiple historical and contemporary perspectives within and across cultures
- identify and describe the impact of significant historical periods and patterns of change on societies today
- understand the difference between historical facts and historical interpretations
- compare and contrast competing historical narratives

C	Citizenship
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- develop reasoned arguments supported by historical and contemporary evidence
- demonstrate an understanding of how changes in technology can benefit or harm society—in the context of the present, the future, and in various historical time periods
- use current, reliable information sources from around the world

30-2.S.3 develop skills of geographic thinking:

- make inferences and draw conclusions from maps and other geographical sources
- locate, gather, interpret and organize information using historical maps
- develop and assess maps, tables, charts and diagrams to depict the geographic implications of current world events
- analyze how cooperation and conflict influence social, political and economic realities
- analyze the ways in which physical and human geographic features have influenced the evolution of historic events
- use current, reliable information sources from around the world, including online atlases

30-2.S.4 demonstrate skills of decision making and problem solving:

- use inquiry strategies to make decisions and solve problems
- reinterpret events in terms of what might have happened, and show the likely effects on subsequent events
- generate and apply new ideas and strategies to contribute to decision making and problem solving
- demonstrate leadership in groups, where appropriate, to achieve consensus and solve problems
- identify the appropriate tools and materials to use in order to accomplish a plan of action
- describe a plan of action to use technology to solve a problem

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

30-2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- participate in persuading, compromising, debating and negotiating to resolve conflicts and differences
- make meaningful contributions to discussion and group work
- consider the needs and perspectives of others
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- demonstrate cooperativeness in groups to solve problems

30-2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- engage in actions that will enhance the well-being of self and others in the community
- promote and respect the contributions of team members when working as a team

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RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

30-2.S.7 apply the research process:

- draw pertinent conclusions based upon evidence derived from research
- demonstrate competency in the use of research tools and strategies to investigate issues
- integrate and synthesize concepts to provide an informed point of view on a research question or issue
- develop, refine and apply pertinent questions on an issue as new information and data are discovered
- select and analyze relevant information when conducting research
- develop, express and defend an informed position on an issue
- acknowledge the validity of oral histories when investigating historical events and issues
- plan and perform complex searches, using more than one electronic source
- select information from appropriate sources, including primary and secondary sources
- use telecommunications to pose critical questions to experts—primary source information
- generate new understandings of problematic situations (issues) by using some form of technology to facilitate the process
- record relevant data for acknowledging sources of information, and cite sources correctly
- respect ownership and integrity of information, considering the ease with which various forms of technology allow for access to vast amounts of information

COMMUNICATION

Students will:

30-2.S.8 demonstrate skills of oral, visual and textual literacy:

- communicate effectively in a variety of situations
- use skills of formal and informal debate to persuasively express various viewpoints on an issue
- ask respectful and relevant questions of others to clarify viewpoints
- listen to and make respectful and reasoned comments on the topic of discussion
- use a variety of oral, visual and textual sources to present informed positions on issues
- communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations
- apply information technologies for context, audience and purpose that extend and communicate understanding of complex issues
- use appropriate presentation software to demonstrate personal understandings
- compose, revise and edit text; and continue to demonstrate the outcomes achieved in prior grades and course subjects
- apply general principles of graphic layout and design to a document in process
- discuss the purposeful use of different types of information (e.g., graphics, photographs, graphs, charts and statistics) to manipulate and control a message
- apply principles of graphic design to enhance meaning and engage audience

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30-2.S.9 develop skills of media literacy:

- analyze the validity of various points of view in media messages
- synthesize information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- analyze the impact of various forms of media, identifying complexities and discrepancies in the information, and making distinctions between sound generalizations and misleading oversimplifications
- use current, reliable information sources from around the world; and identify bias from various regions and countries around the world
- assess the authority, reliability and validity of electronically accessed information
- demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

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Related Issue: How involved should citizens be in making political decisions?

► Knowledge and Understanding

General Outcome 30-2.1

Students will critically assess models of democratic decision making.

Specific Outcomes:

- 30-2.1.1 What are the origins of belief in political equality? (i.e., influence of Aboriginal societies on European thinkers, European Enlightenment thought: Rousseau, Locke) (TCC, PADM)
- 30-2.1.2 Why did others expand the ideas of the Enlightenment? (i.e., women's rights movements, Karl Marx, democratic socialists, liberals) (TCC, PADM)
- 30-2.1.3 What are the similarities and differences of political decision making in Canada and the United States? (i.e., a republic, a parliamentary system, political parties, political institutions, federalism, interest groups, legal systems, electoral systems, role of the media, opinion polls) (PADM)
- 30-2.1.4 How have political decisions affected the rights and responsibilities of citizens in Canada and the United States? (i.e., United States Constitution and Bill of Rights, Canadian Charter of Rights and Freedoms, civil rights movement, 1969 White Paper) (PADM, TCC, GC)
- 30-2.1.5 What are the advantages and disadvantages of democracies? (PADM)

General Outcome 30-2.2

Students will assess the extent to which citizens should be involved in democratic processes.

Specific Outcomes:

- 30-2.2.1 What factors cause some citizens to be excluded from democratic processes? (i.e., alienation, economic status, language barriers, education, location) (PADM, CC, GC)
- 30-2.2.2 How have various groups responded to being excluded from having basic democratic rights? (i.e., Aboriginal self-government, suffrage movement, feminist movement, apathy, cynicism, anarchism) (PADM, CC, GC)
- 30-2.2.3 How do multiple perspectives encourage debate and dissent in a democracy? (i.e., the political spectrum) (GC, PADM, CC)
- 30-2.2.4 In what ways can citizens be empowered in a democracy? (i.e., public hearings, interest groups, political parties, political campaigns, voting, online democracy) (PADM, GC)

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Related Issue: To what extent should individuals be responsible for their economic well-being?

► Knowledge and Understanding

General Outcome 30-2.3

Students will evaluate the merits of various economic systems.

Specific Outcomes:

- 30-2.3.1 How do citizens participate in economic decision making? (i.e., consumer sovereignty, business ownership, consumer activism, labour organizations, paid and unpaid labour) (ER, PADM, GC)
- 30-2.3.2 What are different ways of organizing economies? (i.e., reciprocal economy, barter system, capitalism, centrally planned economies) (ER, CC, GC)
- 30-2.3.3 How did capitalism affect the lives of people in Great Britain and North America prior to the Great Depression? (i.e., ideas of Adam Smith, Industrial Revolution, standard of living, income distribution, impact on environment, change in traditional life, stock market crash, boom and bust cycle) (ER, TCC, LPP)
- 30-2.3.4 Why have people created alternatives to the capitalist system? (i.e., Marxism, socialism, organization of labour) (ER, TCC, GC)
- 30-2.3.5 What are the benefits and drawbacks of noncapitalist economic systems? (i.e., Soviet Union, Sweden) (ER, TCC, GC)
- 30-2.3.6 What are the origins and economic policies of state welfare in Canada and the United States? (i.e., Great Depression, Roosevelt's New Deal, the rise of the CCF and Social Credit, state welfare in Québec) (TCC, ER)
- 30-2.3.7 How has supply-side economics affected the lives of people in Canada and the United States? (i.e., Reaganomics, economic policy in Alberta) (ER, TCC, GC)

General Outcome 30-2.4

Students will assess the effectiveness of economic systems in meeting the needs of citizens.

Specific Outcomes:

- 30-2.4.1 What economic issues face citizens in the 21st century? (i.e., career management, demographic shifts, trade issues, economic growth, economic sustainability, resource management, environmental considerations, income disparity, mobility of labour, labour as a commodity) (GC, ER, LPP)
- 30-2.4.2 What are the advantages and disadvantages of economic self-reliance? (GC, ER)

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Related Issue: Are there alternatives to democracy?

► Knowledge and Understanding

General Outcome 30-2.5

Students will critically examine authoritarianism in the 20th century.

Specific Outcomes:

- 30-2.5.1 What are the justifications for government by dictatorship? (i.e., Machiavelli, Thomas Hobbes, Adolf Hitler) (PADM, TCC)
- 30-2.5.2 Why did dictatorships come to power in the 20th century? (i.e., Nazi Germany, the Soviet Union) (PADM, TCC)
- 30-2.5.3 What techniques are used by dictatorships to maintain control? (i.e., indoctrination, propaganda, controlled participation, use of force and terror, scapegoating, achieving economic and/or social stability) (PADM)
- 30-2.5.4 What were the causes and consequences of the Holocaust? (i.e., Nazi racial policy, Nuremberg trials, anti-hate laws) (TCC, GC, PADM)
- 30-2.5.5 How effective are dictatorships in meeting the needs of their citizens? (PADM, GC)

General Outcome 30-2.6

Students will explore the relationships among democratic and nondemocratic ideologies.

Specific Outcomes:

- 30-2.6.1 What have been some responses of democratic states to dictatorships? (i.e., fall of Nazi Germany, Soviet Union) (TCC, PADM, GC)
- 30-2.6.2 Were the policies of Western democracies during the Cold War appropriate responses to the perceived threats posed by communism? (i.e., the Marshall Plan, spheres of influence, McCarthyism, containment, alliances, the arms race, brinksmanship, détente) (TCC, PADM)
- 30-2.6.3 How effective have been the responses of democracies to authoritarianism? (i.e., isolationism, financial and military support, appeasement, use of force, diplomacy) (TCC, PADM)
- 30-2.6.4 Why have there been movements that challenge perceived Western dominance? (PADM, GC, TCC)
- 30-2.6.5 Are there any merits to nondemocratic beliefs? (PADM, GC)

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Related Issue: Should democratic rights and freedoms be expanded?

► Knowledge and Understanding

General Outcome 30-2.7

Students will explore how citizens in a democracy can best meet the challenges of the 21st century.

Specific Outcomes:

- 30-2.7.1 How can political and social institutions be changed to better reflect the realities of citizenship in the 21st century? (i.e., methods of representation, Aboriginal decision making models, parliamentary reform) (PADM, GC, CC)
- 30-2.7.2 How is technology changing democratic governments? (i.e., role of the Internet as a medium for education and activism, security issues, privacy issues) (PADM, GC, TCC)
- 30-2.7.3 What are the challenges to human rights in the 21st century? (i.e., contemporary examples) (GC, PADM, CC)
- 30-2.7.4 What is the role of the news media in influencing the beliefs and actions of citizens in democratic states? (i.e., “embedded” journalism, concentration of media ownership, news as entertainment rather than journalism, media literacy) (GC, TCC)

General Outcome 30-2.8

Students will assess strategies intended to promote active and responsible citizenship in the 21st century.

Specific Outcomes:

- 30-2.8.1 What type of education best prepares citizens for active and responsible citizenship? (i.e., acquisition of knowledge and/or critical thinking skills, necessity of civics education, lifelong learning) (GC, PADM, CC)
- 30-2.8.2 What are the characteristics of responsible citizens in 21st century democratic society? (GC, CC, PADM)

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